DOCUMENT RESUME

ED 197 332 CS 005 873

TITLE	Especially for Teachers: ERIC Documents on the Teaching of Reading, 1966-1980.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	81
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EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education: Annotated Bibliographies: Beginning Reading: Content Area Reading: Critical Reading: Curriculum Guides: Decoding (Reading): Elementary Secondary Education: Exceptional Persons: Higher Education: Parent Participation: Program Descriptions: Reading Comprehension: *Reading Instruction: *Reading Programs: Reading Teachers: *Remedial Programs: *Teaching Guides: *Teaching Methods

ABSTRACT

Designed to supplement the day-to-day planning, teaching, and evaluation activities of reading teachers at all educational levels, this compilation contains 689 citations of documents that appeared in "Resources in Education" from 1966 to 1980. The classification scheme reflected in the table of contents, developed from staff recommendations and interviews with reading teachers, indicates the range of the ERIC database and the nature of the materials in the database. Section headings include adult literacy education, beginning reading, strategies for reading comprehension and critical reading, specific and general guidelines for content area reading instruction, curriculum guides, guidelines for teaching decoding skills, strategies for teaching exceptional children, instructional games, guidelines and activities for individualization, resources for parental involvement, reading program descriptions, materials for remedial and corrective instruction, and specific reading techniques, resources, and materials. An index using terms from the "Thesaurus of ERIC Descriptors" provides another avenue of approach to the literature. (RL)

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ED197332

Especially for Teachers:

ERIC®

Documents

on the

Teaching of Reading

1966-1980

C 300 80 823

ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801

Introduction

Try as they might, classroom teachers often do not have enough information at their fingertips to revitalize their lesson plans. They feel the urge to stimulate student learning with fresh teaching approaches, but they wonder how and where they can find the information. They need ready references without having to buy all the "how-to" books on the market. The ERIC database has responded to these needs for many years, offering access to the shared secrets of teachers, administrators, and educational researchers. Now, as part of a systemwide effort to provide information analysis products of current interest to particular users, the ERIC Clearinghouse on Reading and Communication Skills offers this compilation of teaching materials for reading instruction.

Designed to supplement the day-to-day planning, teaching, and evaluation activities of reading teachers at all educational levels, this compilation contains 689 citations chosen after careful review of documents that appeared in *Resources In Education* from 1966 to 1980. Annotations of articles from the *Current Index to Journals in Education* were not included. Since a document's selection for this bibliography was made on the basis of timeliness, teacher orientation, and nonrepetitiveness in relation to the other 1,193 documents reviewed, the omission of a document is not to be taken as a judgment of its quality. For the purposes of this bibliography, the term "teacher" represents both parents as the teachers of their preschool children and instructors of adults, young adults, children, and adolescents.

The classification scheme reflected in the Table of Contents, developed from staff recommendations and interviews with reading teachers, indicates the range of the ERIC database and the nature of the materials in the database. An index using terms from the *Thesaurus of ERIC Descriptors* provides another avenue of approach to the literature.

Knowing the diversity of teaching styles and teachers' wide-ranging interests and activities, we urge satisfied users of this compilation to return to the ERIC database for additional ideas.

Bernard O'Donnell
Director, ERIC/RCS

Foreword

The Educational Resources Information Center (ERIC) is a national information system developed by the U.S. Office of Education and now sponsored by the National Institute of Education (NIE). Through its network of specialized clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current significant information and lists this information in its publications, *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. It provides ready access to descriptions of exemplary programs, research and development efforts, and related information useful in developing more effective educational programs. The ERIC system makes available—through the ERIC Document Reproduction Service—much informative data.

However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable bodies of data must be reevaluated, focused, translated, and molded into an essentially different context. Realizing this need, NIE has directed the separate ERIC clearinghouses to develop information analysis papers in specific areas within the scope of the clearinghouses.

In a further refinement of efforts at information dissemination, ERIC has begun to develop tools especially designed for classroom teachers in specific content areas. The annotated bibliographies that comprise these tools reflect a unique way of partitioning the ERIC data base to provide teachers and their resource persons with direct and rapid aid for solving everyday problems.

We are pleased to announce, as part of the continuing series "Especially for Teachers," this publication of "ERIC Documents on the Teaching of Reading."

Robert E. Chesley
Head, ERIC

Table of Contents

Adult Literacy Education

—program development guidelines and specific materials for teaching reading in ABE, GED, functional literacy, and career-oriented programs.

Instructional Techniques, Resources and Materials ..... 0001—0057
Program Descriptions ..... 0100—0117

Beginning Reading ..... 0200—0258

—instructional guidelines and activities for the development of reading readiness, both pre-school and in-school; the teaching of reading in grades K—3; and offers comparisons of the various approaches used in beginning reading.

Comprehension/Critical Reading

—strategies and materials for the development of reading comprehension from the literal level through critical reading.

Elementary ..... 0300—0319
Elementary/Secondary ..... 0400—0418
Secondary and Higher Education ..... 0500—0522

Content Reading ..... 0600—0628

—both specific and general guidelines for reading instruction in combination with instruction in such subject areas as science, social studies, and mathematics.

Curriculum Guides

—statements of philosophy objectives, activities, booklists, and materials suggestions.

Elementary ..... 0700—0735
Elementary/Secondary ..... 0800—0829
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Decoding ..... 1000—1021

—guidelines for the teaching of word analysis, including context clues; directions for the use of special phonic methods; and information from linguistics.

Exceptional Children

—reading strategies and materials for the teaching of reading to the child with special needs.

Educably Mentally Handicapped ..... 1100—1114
Gifted ..... 1200—1206
Learning Disabled ..... 1300—1320
Sensory Impaired (Blind plus one Deaf) ..... 1400—1407

Games ..... 1500—1510

—instructional games for the beginning reader and motivational games for the reluctant reader.

Individualization

—guidelines and activities which can be used when adapting reading instruction to individual needs.

Elementary ..... 1600—1618
Elementary/Secondary ..... 1700—1713

Parent Involvement 1800–1816

—guidelines and handbooks for parents who wish to participate in the teaching of reading to their own children, pre-school through high school.

Reading Program Descriptions

—explanations of special units, organizational plans, and uncommon programs.

Elementary 1900–1913
Elementary/Secondary 2000–2011
Secondary and Higher Education 2100–2115

Reading Techniques, Resources, and Materials

—techniques, activities and materials for the teaching of reading, e.g., use of the newspaper, the use and training of tutors, and the use of supplementary materials (especially with a career focus).

Elementary 2200–2266
Elementary/Secondary 2300–2341
Secondary and Higher Education 2400–2434

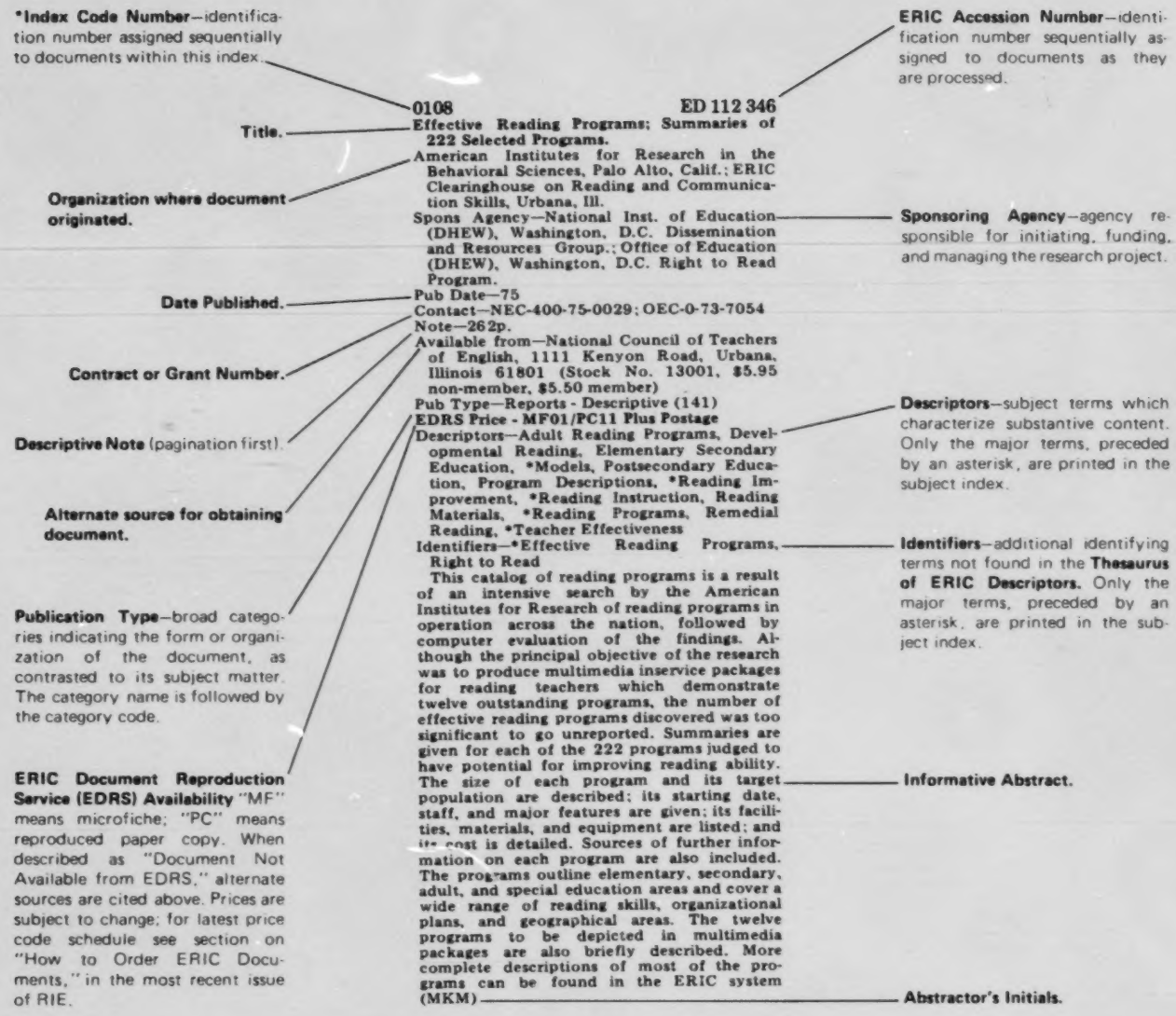
Remedial/Corrective Instruction

—guidelines and activities for the teaching of reading to children who are not achieving as well as their classmates.

Elementary 2500–2514
Elementary/Secondary 2600–2625
Secondary and Higher Education 2700–2718

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education, under contract no. 400-78-0026. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of the National Institute of Education.

SAMPLE RESUME ENTRY


*Index Code Number—identification number assigned sequentially to documents within this index.
ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
0108
ED 112 346
Title.
Effective Reading Programs; Summaries of 222 Selected Programs.
Organization where document originated.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.; Office of Education (DHEW), Washington, D.C. Right to Read Program.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Date Published.
Pub Date—75
Contract or Grant Number.
Contact—NEC-400-75-0029; OEC-0-73-7054
Descriptive Note (pagination first).
Note—262p.
Alternate source for obtaining document.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13001, $5.95 non-member, $5.50 member)
Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.
Pub Type—Reports - Descriptive (141)
ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.
EDRS Price - MF01/PC11 Plus Postage
Descriptors—Adult Reading Programs, Developmental Reading, Elementary Secondary Education, *Models, Postsecondary Education, Program Descriptions, *Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Remedial Reading, *Teacher Effectiveness
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—*Effective Reading Programs, Right to Read
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. Only the major terms, preceded by an asterisk, are printed in the subject index.
This catalog of reading programs is a result of an intensive search by the American Institutes for Research of reading programs in operation across the nation, followed by computer evaluation of the findings. Although the principal objective of the research was to produce multimedia inservice packages for reading teachers which demonstrate twelve outstanding programs, the number of effective reading programs discovered was too significant to go unreported. Summaries are given for each of the 222 programs judged to have potential for improving reading ability. The size of each program and its target population are described; its starting date, staff, and major features are given; its facilities, materials, and equipment are listed; and its cost is detailed. Sources of further information on each program are also included. The programs outline elementary, secondary, adult, and special education areas and cover a wide range of reading skills, organizational plans, and geographical areas. The twelve programs to be depicted in multimedia packages are also briefly described. More complete descriptions of most of the programs can be found in the ERIC system
Informative Abstract.
(MKM)
Abstractor's Initials.

***Index Code Numbers** are used only within this index. They indicate chapter topic and are assigned sequentially. In the subject index the code numbers provide access points to the abstract in the main body of the index. Retrieval of documents by microfiche requires the ERIC Document (ED) number.

Document Resumes

ADULT LITERACY EDUCATION

INSTRUCTIONAL TECHNIQUES, RESOURCES AND MATERIALS

0001 ED 179 921

Johnson, Laura S., Ed.

Reading and the Adult Learner.

International Reading Association, Newark, Del.

Pub Date—80

Note—85p.

Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711 (Order No. 606, $2.50 member, $4.00 non-member)

Pub Type— Books (010) — Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, College Students, Functional Reading, Hearing Impairments, Higher Education, Legal Education, Older Adults, *Reading Instruction, *Reading Programs, *Speed Reading, *Study Skills, Teaching Methods, Television, Two Year Colleges

This monograph consists of selected International Reading Association convention and journal articles that describe reading programs for adult learners in the United States. The focus of the articles is on continuing adult education and developing advanced reading skills rather than on remedial or basic skills. Topics of selections include international lifelong learning; andragogy, or understanding the adult as a learner; reading and senior citizens; a reading and study skills course for law students; reading programs for employees; reading programs in jail; functional reading instruction based on the APL (Adult Performance Level) approach; commercial television and adult reading; a computer assisted literacy development program; the development of independent learners in the community college; the integration of reading skills with content in a two-year college; speed reading; and hearing impaired students in the college classroom. (MKM)

0002 ED 176 078

Oklahoma Adult Basic Education Teachers' Handbook.

Oklahoma State Dept. of Education, Oklahoma City. Adult Education Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—39p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Adult Counseling, Educational Objectives, Educational Psychology, Enrollment, High School Equivalency Programs, *Program Descriptions, Reading Instruction, *School Holding Power, Student Characteristics, *Student Recruitment, Teacher Associations, Teacher Selection, Teaching Guides, *Teaching Methods

Identifiers—*Oklahoma

Three sections of information are provided in this guide designed for prospective and present adult basic education (ABE) teachers in Oklahoma. The first section provides basic information on ABE programs. Topics include the following: the ABE learning center concept, the origin of ABE, purpose of the ABE program, Oklahoma's adult student body, goals of ABE teachers, selection of ABE teachers, professional organizations of ABE teachers, adult education regulations; new General Education Development (G.E.D.) Test information, administration of the G.E.D. Test, suggested competencies for ABE teachers, and criteria for ABE materials. The second section discusses and provides suggestions on student recruitment, enrollment, and retention. The third and final section provides information on teaching tips and techniques. The following items are discussed: the psychology of learning, student observation, characteristics of adult learners, characteristics of good teaching, how to be a better leader, a teacher's self-appraisal, conversation topics, some teaching techniques in reading, and counseling ABE students. (JH)

0003 ED 169 518

Owoc, Paul, Ed.

Teaching Adults to Read.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 79

Contract—300-78-0474

Note—10p.

Journal Cit—Reporting on Reading; v5 n3 Entire Issue Apr 1979

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, Educational Legislation, *Literacy Education, Newsletters, Program Content, *Program Development, *Reading Instruction, *Teaching Methods

Identifiers—Right to Read

Focusing on what is being done to help adult nonreaders or poor readers, this publication offers suggestions for ways educators might keep informed about literacy efforts and teaching techniques. It contains reports on current efforts by governmental and private agencies to eliminate adult illiteracy, successful features of various literacy programs across the United States, and the changing view of literacy. It also contains a list of materials dealing with the state of adult literacy education in the United States. (FL)

0004 ED 168 031

Cain, B. J. Comings, John P.

The Participatory Process: Producing Photo-Literature.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Massachusetts Univ., Amherst. Center for International Education.

Pub Date—77

Note—44p.

Available from—Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.00 paper)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Educational Media, Photocomposition, *Photography, Reading Improvement, *Reading Materials, Reading Programs, Resource Materials, *Student Developed Materials, *Student Participation, Visual Arts

Identifiers—*Book Production, *Photoliterature

On the assumption that client-centered participatory education is pedagogically superior to other methods designed for adults of low reading ability, this manual outlines classroom-tested techniques for developing "fotonovelas"–printed media in which photos are arranged in the sequence of a dramatic story and the plot is conveyed through dialogue bubbles. After considering various rationales for learner-produced materials, the manual discusses the participatory process, focuses on the relationship between the facilitator and participants, and answers technical questions regarding the production of photo-literature. The final section provides norms for evaluating materials and suggests some options for varying the process. (MAI)

0005 ED 154 332

Singh, Sohan

Learning to Read and Reading to Learn: An Approach to a System of Literacy Instruction.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date—76

Note—114p.; Part of the "Literature in Development: A Series of Training Monographs"

Pub Type— Books (010)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, Arithmetic, *Instructional Materials, *Literacy Education, *Program Descriptions, *Reading Instruction, Reading Materials, Reading Skills, Spiral Curriculum, *Teaching Methods, Textbook Evaluation, Writing (Composition)

A comprehensive system of literacy instruction is outlined in this monograph. The system involves

two stages–learning to read and reading to learn (reading to get information from printed materials)–which are integrated through two overlapping teaching spirals organized around a chosen subject matter theme. The nine chapters of the monograph provide an introduction to the system and discuss the following topics: the integration of subject matter with literacy training; the development of subject matter content for literacy courses; the teaching of reading, writing, and arithmetic in the first spiral; the role of the workbook and the instructor's guide in literacy instruction; literacy training in the second spiral, in which reading to learn is stressed; and the problems of evaluating instructional materials for a literacy program. (GW)

0006 ED 145 102

Shaw, Marilyn B. Roark, Mary

Everyday Everywhere Materials as Teaching Resources in Adult Basic Education.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.

Pub Date—Mar 77

Note—210p.; Some parts of document are marginally legible due to small type

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adult Basic Education, *Basic Skills, *Daily Living Skills, Instructional Materials, Language Acquisition, *Learning Activities, Mathematics Instruction, Reading Instruction, Resource Materials, *Student Projects, Teaching Guides, Worksheets

This book of instructional materials for adult basic education teachers is a collection of exercises and activities which involve the use of resources found in the everyday environment of adults, relate to adult coping skills, and provide students with practice in language and computation. Following a brief introduction and discussion of adult learners and their teachers, the remainder of the content is in thirty sections varying in length (from one to nineteen pages), each one including a discussion of how a specific resource material can be used for student learning, several student exercises and activities involving the use of this resource, copies or illustrations of the resource material, and worksheets (when appropriate). The titles of these sections and some of their subdivisions are as follows: Applications (Job Application), Brochures (Driver's Manual), Calendars, Catalogs, Charts (Emergency Information), Containers, Directions (Patterns), Display Ads (Grocery Ads), Environment, Food (Cookbooks), Games, Labels (Food Labels), Letters, Magazines, Maps, Measures, Media, Menus, Money (Bank Statements), Music, Newspapers, Objects, Occupant Mail, Paper, People (Language Experience), Pictures (Comics and Cartoons), Signs, Tape Recorders and Typewriters, Telephone Book, and Words (Word Lists). Suggestions and forms for assessing the competency level and interests of students, resource sources, and a summary of adult performance level objectives are appended. (EM)

0007 ED 144 000

Mack, Faite Royjier-Poncefonte

Reading Skills and Activities for the Adult.

Grand Valley State Colleges, Allendale, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—296p.; Sample forms removed due to copyright restrictions; composed by Community Reading Academy, National Right to Read Effort ; Best copy available

Pub Type— Guides - General (050)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Adult Basic Education, Adult Reading Programs, Basic Skills, *Daily Living Skills, *Functional Reading, Handwriting Skills, *Instructional Materials, *Learning Activities, Letters (Correspondence), Reading Instruction, Reading Materials, *Reading Skills, Visual Discrimination

This book contains more than 200 one-page exercises designed to give adults practice in basic reading and handwriting skills. The exercises are arranged according to the areas with which they deal: visual discrimination; letter recognition; manuscript practice and sequence; script practice; numeral writing; initial consonants; final consonants; phonics definitions and rules; short vowels; long vowels; "y" as a vowel; regular double vowels; diphthongs and irregular double vowels; the sound of "s" as "z"; the sounds of "g," "k," and "c"; "r"-controlled vowels; blends; digraphs; silent consonants; and syllables. Other exercises provide practice for learning about days and months; punctuating the names of streets, cities, and states; dictionary skills; writing personal and business letters; reading recipes; reading instructions for home repair, home appliances, and automobiles; using general reference books and encyclopedias; and understanding traffic signs. (GW)

0008 ED 141 606

Smith, Jo Walden, Bobbie L.

Learning Information for Effective Living. Reading Modules Based on Adult Performance Level Studies. Consumer Economics–Community Resources. Bulletin 1976, No. 18.

Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education.

Pub Date—Oct 76

Note—140p.; Some parts may be marginally legible due to small print of the original document

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Basic Education, *Basic Reading, *Community Resources, *Consumer Economics, *Daily Living Skills, Learning Modules, Quality of Life, Reading Instruction, Reading Materials

Identifiers—Adult Performance Level

Written to provide the adult basic education teacher with practical low level reading materials based on the Adult Performance Level (APL) goals and objectives, these modules on consumer economics and community resources have the following goals for students: (1) To manage a family economy and to demonstrate an awareness of sound purchasing principles and (2) to understand that community resources, including transporation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living. Both modules begin with a list of performance objectives for the goal. Then each objective is broken down into several tasks (enabling objectives) with directions for student activities and exercises that are correlated with a specific reading skill. A cross reference list of tasks and reading skills and a list of resource materials are provided for each module. Learning activities include diagrams, illustrated reading materials, written exercises, and projects on a zero to fifth grade reading level. (HD)

0009 ED 140 034

McGee, Leo, Ed. And Others

A Manual for Teachers of Reading to Adults.

Tennessee State Dept. of Education, Nashville.; Tennessee State Univ., Nashville.

Pub Date—75

Note—110p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Education, Educational Objectives, Individualized Instruction, Learning Modules, *Reading Instruction, Reading Skills, Student Recruitment, Teaching Guides, *Teaching Methods, Vocabulary Development

Identifiers—Adult Performance Level

A compilation of papers submitted by the faculty of a teacher training institute, this manual is for reading teachers of adult students. The titles and their subtopics are as follows: (1) Introduction: Student Viewpoint; (2) Recruitment and Retention of the Adult Learner (recruitment information and techniques, how to be a successful recruiter, other recruitment techniques and ideas, retention, news release); (3) Making and Meeting Objectives (outline, content, preparing your package, individualized check sheet, annotated bibliography on individualized instruction); (4) Individually Prescribed Instruction, IPI (test-diagnose-prescribe-treat, developing IPI products, characteristics of good programed instructional products); (5) Teaching Reading to the Adult Learner (assessing entering behavior, an informal reading inventory); (6) Vocabulary Development for Adults (multiple meanings, levels I and II; multiple meaning, level III; analogies, level II; word structure, level III; comminalities, level II); (7) Teaching Meaning Skills to Adolescents and Adults; (8) Evaluating ABE (adult basic education) Instruction and Materials (reading instruction is in three domains, effective instruction requires three steps, evaluation criteria, evaluation form); and (9) Adult Performance Level (APL) Modules: An Example of Competency-Based Curricula for Adult Education (early responses to mandate for action, the APL concept–a model for curriculum development, module effectiveness and implementation, implications for curriculum implementation, references, highest ranking tasks, criteria for selection of tasks). (EM)

0010 ED 131 259

Carson, James E. Sparks, Peggy F.

A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.

Tuskegee Inst., Ala. Human Resources Development Center.

Pub Date—[73]

Note—57p.; This document is a 1973 revision of ED 066 651. For a related document see CE 007 193

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Adult Students, *Basic Skills, *Curriculum, Curriculum Guides, *Daily Living Skills, Language Skills, Reading Skills, Student Characteristics

Identifiers—Alabama

An adult basic education curriculum is presented, designed to raise the competencies of adults in the basic areas of oral and written communications, arithmetic, social sciences, occupational planning (including development of occupational concepts and attitudes) and development of self. Basic area skills and activities are presented in three levels: Level I (Grades 0-3), Level II (Grades 4-6), and Level III (Grades 7-9). Content is given in four sections. Section 1 discusses curriculum objectives, the philosophy of adult basic education, and describes learner characteristics of uneducated, "uninformed" and "under-achieving" adults, which are grouped as Level 1, Level 2, and Level 3, respectively. Section 1 also discusses qualities found in a good adult basic education teacher, principles of teaching, and a check-list of danger signs of the adult drop-out. Section 2 provides separate teaching outlines for each of the adult levels in the areas of reading, language arts, and arithmetic. Section 3 provides teaching outlines for the areas of social living, science and life, employment, the needs of everday living, and tips for the consumer. Section 4 includes guidelines for preparation and a bibliography. (WL)

0011 ED 122 039

Smith, Robin Kozacik, Mary

Using the Newspaper as an Instructional Aid. [Instructional Units].

Black Hawk Coll., Moline, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.; Office of Education (DHEW), Washington, D.C.

Pub Date—[75]

Note—165p.; Newspaper clippings interspersed throughout the document will reproduce poorly; For related document, see CE 006 881

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Reading Programs, Course Content, Curriculum Guides, Educational Media, *Instructional Materials, *Learning Activities, *Newspapers, Reading Instruction, Reading Level, Reading Materials, Reading Skills, Supplementary Reading Materials, Unit Plan

The document contains 48 Adult Basic Education (A.B.E.) instructional units, designed to help the A.B.E. learner read the newspaper with more facility and interest. The 48 units represent the newspaper's entire range of content. Specific reading skills, stressed in some units, are geared toward the student whose reading ability ranges from above the third grade through the sixth grade levels. Student progress sheets are included which list the title of each unit with a blank for the date completed. Each unit consists of: a guidesheet which lists objectives for the student, the reading skill stressed, suggestions for the teacher, and activities; a worksheet with newspaper information or copy and accompanying questions to be completed by student; and (for some units) an additional worksheet with general questions applicable to the student's own newspaper. A glossary of 29 newspaper terms and answer keys for the first worksheet in each unit are included. (Author/MS)

0012 ED 120 462

Weiner, Roberta Carter, Sylvia

Sample Instructional Units of Life-Coping Skills: A Functional Content Unit.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—28p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-757

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, Alphabetizing Skills, Communication Skills, *Daily Living Skills, Directories, Job Application, Learning Activities, Lesson Plans, Money Management, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan

Identifiers—*Tutor Support Library

The three sample mini-functional units are part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The purpose of the mini-functional units is to help the tutor isolate one small segment of a larger life-coping situation and to teach the student to manage that part so that he can apply the acquired skill to a more complex need. Three commonplace adult situations (filling out a job application form, writing personal checks, and using the telephone directory) have been selected and brief reading lessons for low ability students have been constructed around them. Incorporated in the units are suggestions for expanding the instruction for higher ability levels. The units oultine: the topic, prerequisite skills, related vocabulary words, concepts and skills to be taught, a sample lesson, learning activities, and resource mateirals. The units on job application and check writing also contain sample forms. (Author/MS)

0013 ED 120 460

Memory, David Lamarre, Marilyn

Health and Medical Care: A Functional Content Unit.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—44p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, *Health Education, Health Services, Learning Activities, Lesson Plans, *Medical Services, Preventive Medicine, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan, Welfare Services

Identifiers—*Tutor Support Library

The functional content unit on health and medical care is part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The unit, which provides suggestions for studying health and medical care while improving reading ability contains: an introduction, a list of critical vocabulary terms, a detailed outline of information and suggestions to assist the tutor in organizing and keeping track of topics covered, and a description of materials related to the topic. A brief discussion describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials appear at the end of the unit. The guide also includes a reference list (student materials and tutor references) and sample hospital record forms. (Author/MS)

0014 ED 120 459

Memory, David Palmatier, Robert A.

Consumer Credit as a Topic for Adult Literacy Training: A Functional Content Unit.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—43p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, Consumer Economics, Consumer Education, Consumer Protection, *Credit (Finance), *Learning Activities, Lesson Plans, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan

Identifiers—*Tutor Support Library

The functional content unit on consumer credit is part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The unit, constructed to provide a basic understanding of consumer credit while improving reading ability contains: an introduction, a list of critical vocabulary terms, a detailed outline of information and suggestions to assist the tutor in organizing and keeping track of topics covered, and a description of materials related to the topic. A brief discussion describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials appear at the end of the unit. The guide also includes a reference list (student materials and tutor references) and sample credit contract forms. (Author/MS)

0015 ED 120 362

Lamarre, Paul And Others

Resources: A Guide for Using Published Materials in Adult Literacy Programs. Instructional Concept Guide No. 11.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—99p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($3.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Annotated Bibliographies, Basic Reading, High Interest Low Vocabulary Books, Paraprofessional Personnel, Reading Instruction, *Reading Materials, *Reading Material Selection, *Resource Materials, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Eleven provides information for agencies and individual tutors in selection and use of materials. The first two sections discuss in detail procedures involved in choosing materials for the literacy program and using materials in the program. The final section (74 pages) lists materials in the following categories: essential, useful (but not basic), desirable as an adjunct to a basic program, and late reviews. Titles, ordering information, Regional Adult Literacy Service Unit (RALSU) evaluate coding (for content, interest level, and reading level), and annotations are presented for each item. Unevaluated materials, references for teachers, and State-related program reports and publications are also listed. (Author/MS)

0016 ED 120 361

Weiner, Roberta

The Newspaper: A Source of High Interest Instructional Material for Adults. Instructional Concept Guide No. 10.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—14p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Learning Activities, *Lesson Plans, *Newspapers, Paraprofessional Personnel, *Reading Instruction, Reading Interests, Reading Material Selection, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Ten offers suggestions to the tutor for using the newspaper in adult reading instruction. Sample lessons are presented for a hypothetical student with beginning skills and a hypothetical advanced student. The five-step lesson outlines describe student skills, appropriate skills to teach, student.s interests and goals, relevant articles, and lesson planning proce.dures. Sample practice exercises are presented. Additional ideas and activities for teaching reading skills through the newspaper, a practice exercise for the tutor, and an 11-item bibliography are also included. (Author/MS)

0017 ED 120 360

Johnston, Joyce Palmatier, Robert A.

The Directed Reading Approach: A Lesson Organization Procedure Adapted for Use With Adults. Instructional Concept Guide No. 9.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—76

Note—24p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Directed Reading Activity, Learning Activities, Lesson Plans, Paraprofessional Personnel, *Reading Comprehension, *Reading Instruction, Student Motivation, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Nine shows how the directed reading lesson can be adapted for use in tutoring adults. Five main steps of the lesson are described (readiness/motivation, silent reading, development of comprehension skills, development of word recognition skills, and extension activities). Three alternative comprehension-extending formats (brainstorming, problem solving, and reciprocal questioning or Request) are explained. A smaple lesson plan for a hypothetical student is presented which contains outlined teaching procedures, a sample reading selection, and suggested written activities. A five-item list of references on reading instruction is included. (Author/MS)

0018 ED 120 359

Strader, Susan And Others

The Teaching of Sight Words: Ways and Means. Instructional Concept Guide No. 7.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—28p.; For related documents see, CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Learning Activities, Lesson Plans, Paraprofessional Personnel, *Reading Instruction, *Sight Method, Sight Vocabulary, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training, Word Lists, Word Recognition, Word Study Skills

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Seven is designed to help the tutor in the teaching of sight words. The basic concept of sight word learning is discussed. A sample lesson plan using one approach is presented along with probable results and follow-up teaching suggestions. Sixteen other activities for teaching and practicing sight words are briefly described. The Great Atlantic and Pacific Sight Word List, the Dolch List of Basic Sight Words, and the Thorndike Word Frequency List are included in the guide. (Author/MS)

0019 ED 120 358

Palmatier, Robert A.

Word Concepts: An Adult Approach to Decoding Skills. Instructional Concept Guide No. 6.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—76

Note—35p.; For related documents, see CE 005 578, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Decoding (Reading), Paraprofessional Personnel, *Reading Instruction, Reading Processes, Sight Vocabulary, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training, Word Lists, Word Recognition, Word Study Skills

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Six is designed to help the tutor understand an approach for teaching adults to read which does not involve the learning of phonics rules. It is an informal method of decoding words which involves attempting to break the word into familiar parts or elements. Many examples of the process are given utilizing words from several basic word lists. Topics presented for the tutor are: beginning reading methods for children, adult decoding approaches, preparing the student for the decoding process, developing decoding ability, and defining stages of decoding ability. A table delineates three stages in developing decoding competence. (Author/MS)

0020 ED 120 356

Johnston, Joyce D. Palmatier, Robert A.

Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals. Instructional Concept Guide No. 3.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—49p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($3.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Diagnostic Teaching, Educational Objectives, *Lesson Plans, Paraprofessional Personnel, Reading Diagnosis, *Reading Instruction, *Student Evaluation, Teaching Methods, Tutorial Programs, *Tutoring, Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Three describes planning for following sessions based on an evaluation of the first lesson. Topics presented are: assessment of student performance, lesson planning for session two (including vocabulary learning and free reading), planning for lesson three (oral rate and comprehension assessment), and further assessment and long range planning (according to ability level). Forms for recording student performance and plans are included. Sample informal tutor log notes and sample lesson plans for two ability levels conclude the guide. Guide Three is designed to be studied by the tutor after Guides One and Two. (Author/MS)

0021 ED 120 355

Palmatier, Robert A. And Others

Teaching One-to-One: A Diagnostic Approach to Beginning Tutoring. Instructional Concept Guide No. 2.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—28p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adults, Adult Students, Diagnostic Teaching, Individual Characteristics, *Lesson Plans, Paraprofessional Personnel, Reading Diagnosis, *Reading Instruction, Recordkeeping, *Student Evaluation, Teaching Methods, Tutorial Programs, *Tutoring, Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any time of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Two describes some basic teaching procedures for tutoring adults in reading. The steps involved in lesson planning, record keeping, student evaluation, and the diagnostic/prescriptive cycle are presented. Suggestions for preparing and teaching the first lesson are given along with a sample lesson plan and sample guided conversation questions. Also included is an informal communication rating scale and a sight word list. Guide One should be studied by the tutor before reading Guide Two. Guide Three which also deals with the first sessions with a student, is designed to follow Guide Two. (Author/MS)

0022 ED 120 343

Johnston, Joyce D. And Others

The Language Experience Approach: Application for Tutoring Adults in Reading. Instructional Concept Guide No. 8.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—19p.; For related documents, see CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50; Discounts range from 20% to 40% for quantities)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Language Experience Approach, Learning Activities, Lesson Plans, Paraprofessional Personnel, *Reading Instruction, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Eight instructs the tutor in the use of the language experience approach to teaching reading. This teaching method, based on the use of words from the student's own speaking vocabulary for his reading instruction, is described. A 14-step basic outline of the procedure is presented. A sample lesson plan showing how language experience is combined with other lesson activities is included. The guide contains a sample story dictated by a student and the followup lesson plan based on that story and the previous lesson's log notes. Suggestions are given for tutor preparation for an experience lesson and for other applications of the language experience method. A four-item reference list on the approach concludes the guide. (Author/MS)

0023 ED 114 477

O'Donnell, Michael P.

Teaching Reading to the Untaught.

Maine Univ., Portland-Gorham.

Pub Date—75

Note—160p.

Available from—Multi Media Education, Incorporated, 747 Third Avenue, New York, New York 10017 ($4.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Basic Education, Bibliographies, Diagnostic Teaching, Diagnostic Tests, Functional Literacy, Independent Reading, Individual Instruction, *Reading Development, *Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Processes, Reading Readiness, Reading Tests, Secondary Education, Study Skills, Teaching Guides, *Teaching Methods

Designed primarily as a guide for teachers at the secondary level and in adult basic education, the book summarizes basic techniques for instructing students in how to read, emphasizing continuous informal diagnosis and adaptive teaching. Chapter titles include: Stages of Development, providing an overview of the basics of the reading process and how one moves from nonreader to reader status; Diagnosis, discussing proven techniques and instruments used to assess reading levels; Teaching Procedures–Stage 1, discussing teaching methods for each stage of the reading process; Stage 2–Reading to Learn, exploring a variety of ways students learn through their reading; Specialized Reading Skills, discussing reading experiences drawn from current study or related work materials through the systematic teaching of work study skills; and, Classroom Management, emphasizing individualized reading and instruction. A bibliography of 52 titles is presented and specimen copies of informal measures for assessing basic reading skills, including the Fry Readability Formula, and a reference list of instructional materials are appended. It is stated that teaching the untaught demands an ability to transform components of the developmental reading program into instructional methods and materials

appropriate for learners of all ages and in a variety of situations. (LH)

0024 ED 105 427
MacFarlane, Tom Moyle, Donald. Ed.
A Booklet for Volunteer Tutors.
Edge Hill Coll. of Education, Ormskirk (England).
Pub Date—74
Note—29p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, *Illiteracy, Reading Improvement, *Reading Instruction, *Teaching Methods, *Tutoring, *Volunteers
More than 50 percent of the world's adult population is unable to read or write at all. Since many of the tutors of adult illiterates have not had training in the teaching of reading, this booklet was written to introduce these tutors to the practical aspects of an area which has a vast literature of its own. The eleven sections in the booklet focus on various aspects of reading and writing: introducing reading without books–method 1; summary of lesson model; introducing reading without books–method 2; making your own materials with your pupil; writing (with examples of writing patterns and the printed alphabet); word attack skills; using cassette or tape recorder; phonics; spelling; social sight vocabulary; diagnosis; and conclusions. (JM)

0025 ED 103 600
Kennedy, Katherine Roeder, Stephanie
A Guide to Using Language Experience with Adults.
Community Learning Center, Cambridge, Mass.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.—OEG-0-70-5168(324)
Pub Date—73
Note—53p.; For other Community Learning Center documents, see CE 003 187 and 189
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, Case Studies, Educational Objectives, *Language Skills, Reading, *Reading Instruction, Skill Development, Student Developed Materials, Teaching Guides, *Teaching Methods
Language experience in adult basic education serves a variety of purposes: emphasizing communication, providing an atmosphere of sharing and personal growth, and most importantly, allowing students to confront their own learning blocks rather than ignoring them. Case histories support the fulfillment of those purposes. There are basic methods to help the teacher use language experience and integrate it into an on-going adult reading program. The methods used at the Community Learning Center in Cambridge, Mass. are: dictation, transcription, directed writing, and free writing. Each method has certain advantages and disadvantages, and these are explained. The center places emphasis on student-created materials. They can be used to develop skill in sight vocabulary, phonic analysis, structural analysis, and comprehension. Specific steps a teacher can employ in the use of student-created materials are presented in a case-study format. The document's appendix, "Some Writing Ideas," presents several themes that were used to initiate writing exercises, explains the classroom context in which they were used, provides examples, and comments on some of the outcomes. (AG)

0026 ED 101 188
Grindstaff, Colleta
Comprehension Skills, Unit 3. Morehead ABE Teacher Training Institute.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 71
Grant—OEG-0-71-3406
Note—69p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Reading Programs, Classification, Cloze Procedure, Cognitive Processes, Content Area Reading, Factual Reading, Questioning Techniques, *Reading Comprehension, Reading Development, *Reading Instruction, *Reading Skills, Teacher Effectiveness, *Teaching Methods, *Vocabulary Development, Word Study Skills
Identifiers—Elementary Secondary Education Act Title III
In its treatment of the development of reading comprehension, the document considers the topics of general understanding, influence of vocabulary and word meaning, relationships to subject matter areas, and techniques for study and questioning. Unit one, entitled Analysis of Style, deals with grasping the main idea; directly stated facts and reading for details; making inferences; and steps in reading to follow directions. The teaching of vocabulary and a list outlining constructs are offered in unit two. Comprehension skills pertinent to content area with suggestions relating to mathematics and science are considered in unit three. Focusing on psychological set and teaching learning techniques, unit four briefly outlines the principles of the CLOZE procedure, SQ3R, and D-R-T-A methods. The final unit discusses questioning techniques, the taxonomy of questioning techniques, the kinds of classroom questions, and the taxonomy of reading comprehension. (MW)

0027 ED 097 459
Bryant, Antusa S. And Others
A Guide for Reading Instruction in Adult Basic Education.
Mankato State Coll., Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—87p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, Context Clues, *Curriculum Guides, Diagnostic Tests, Instructional Materials, Phonics, Reading Comprehension, *Reading Instruction, Reading Materials, Reading Skills, Student Placement, *Teacher Developed Materials, Teaching Methods, Word Recognition, Word Study Skills
Identifiers—Minnesota
This guide for Adult Basic Education (ABE) teachers in reading instruction was developed at a Mankato State College workshop. It is divided into three sections: (1) the placement of students in reading materials and instructional programs, (2) the diagnosis of basic word recognition skills (sight words, phonics, and structural analysis), and comprehension skills. As a supplement to the document are three appendixes on placement materials, tests and forms for diagnosis and evaluation, and materials and techniques for instruction. (BP)

0028 ED 086 884
Colpitts, Phyllis A. Cerri, Lawrence J.
Improving Clerical Office Skills.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Pub Date—71
Note—72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Business Education, *Business Skills, *Clerical Occupations, Filing, Grammar, Job Application, Language Usage, Office Occupations, Office Practice, Reading Comprehension, Spelling Instruction, *Teaching Guides
This course is intended as preparation for taking a civil service examination in office clerical skills; it is also intended to provide employment skills for clerical office workers. The course typically is given in two-hour sessions, once a week for 10 to 12 weeks. It covers the following topics: grammar and language usage, spelling, vocabulary improvement, reading comprehension, office mathematics, filing skills, telephone techniques, business machines (briefly), techniques for finding employment, and how to take a civil service examination. (EA)

0029 ED 083 453
GIFT (Good Ideas for Teaching): Reading.
Alabama Univ., Tuscaloosa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—72
Note—96p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, Adult Learning, *Adults, *Basic Reading, Bibliographies, *Curriculum Guides, *Individual Characteristics, Instructional Materials, Literacy Education, *Reading Programs, Study Skills, Tests, Vocabulary Development, Vocabulary Skills
Identifiers—ABE Assessment Instrument
This handbook provides the guidelines, procedures, and techniques for teaching basic reading to adults. The chapters outline the scope and sequence of an adult Basic Education course, characteristics of the adult learner, terminology, an ABE assessment instrument, vocabulary, comprehension, study skills, materials and a bibliography. Included in the handbook are many diagrams and exercises. (KP)

0030 ED 082 140
Manzo, Anthony V.
Teaching Adults to Read.
Pub Date—73
Note—15p.; Paper presented at the National Reading Conference (New Orleans, December 1972)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, *Adult Reading Programs, Cultural Awareness, Language Acquisition, Prereading Experience, *Reading Development, *Reading Instruction, Reading Skills, Teaching Methods
This paper outlines a program designed to teach adults to read better. Manzo discriminates between illiterate and semi-literate. The reading program is intended for semi-literate, often culturally different, economically depressed, program enrolled Adult Basic Education (ABE) students. Four teaching strategies are propsed to add an instructional component to mere reading practice in basal type materials. First, the ABE student should frequently be required to articulate reasons for both his correct and his incorrect responses made while working in auto-instructional adult basal materials. Second, the ABE student should regularly experience a full fledged Directed Reading Lesson, complete with readiness activity, purpose setting, and post-reading skills instruction. Third, the ABE should be taught how to establish his own purposes for reading, and, finally, he must learn to accurately recall information without the aid of the teacher. Causes of illiteracy and the effect of illiteracy on adaptive behaviors are discussed. Ideally, an ABE reading program should have a humanistic component, designed to give counsel to adults with attitudinal problems. (LL)

0031 ED 075 688
Friedman, Lora R. Knight, David W.
Handbook for Teachers of Reading in Adult Basic Education.
Mississippi State Dept. of Education, Jackson. Div. of Instruction.; University of Southern Mississippi, Hattiesburg.
Pub Date—71
Note—80p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, *Basic Reading, Bibliographies, Functional Literacy, Instructional Materials, *Literacy Education, Reading Comprehension, Reading Diagnosis, Reading Instruction, Resource Materials, *Teaching Guides, *Teaching Methods
This handbook is intended to give the working teacher some background and practical suggestions for helping adults become effective, independent readers. Chapters One and Two give a brief overview of adult literacy training and look at some of the basic human needs of adults who have returned to school. Chapters Three and Four define the basic reading skills and give examples of activities for learning these skills, examples for the teacher to build upon. Chapter Five, on measurement of reading performance, concerns ways to determine the skills a student has, the skills he needs to learn, and ways of implementing a diagnostic teaching-learning program. Chapter Six looks at students as individuals and as group members in order to help the teacher organize his students for most effective learning. Chapter Seven concerns evaluation of personal growth, materials, and the overall program. A list of supplementary reading is provided at the end of each chapter. A bibliography of materials and resources concludes the volume. (For related document, see AC 012630.) (Author/KM)

0032 ED 075 687
Knight, David W. Friedman, Lora R.
Readings for Teachers of Reading in Adult Basic Education.
Mississippi State Dept. of Education, Jackson. Div. of Instruction.; University of Southern Mississippi, Hattiesburg.
Pub Date—70
Note—333p.

EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, *Basic Reading, Books, Functional Literacy, Instructional Materials, *Literacy Education, Reading Comprehension, Reading Diagnosis, Reading Instruction, Resource Materials, *Supplementary Reading Materials, *Teaching Methods
This book of readings accompanies the "Handbook for Teachers of Reading in Adult Basic Education"; each part is meant to supplement each chapter in the handbook. Articles are grouped into the following categories: (1) an overview of adult literacy training; (2) social and psychological bases of adult basic education; (3) basic reading skills; (4) comprehension; (5) measurement of reading performance; (6) organizing for individual differences: methods and materials; (7) evaluation; and (8) materials. (For related document, see AC 012859.) (Author/KM)

0033 ED 069 953
Tested Techniques for Teachers of Adults.
National Association for Public Continuing and Adult Education, Washington, D.C.
Pub Date—72
Note—59p.; Material appeared originally in "Techniques for Teachers of Adults" newsletter
Available from—National Association for Public Continuing and Adult Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy $3.00; 10% discount 2-9 copies, 20% on 10 or more copies)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Education, *Adult Students, Creative Teaching, *Disadvantaged, Learning Activities, Program Development, Reading Instruction, *Student Characteristics, *Teaching Guides, *Teaching Methods
Ten issues of the newsletter "Techniques for Teachers of Adults" are reproduced in this handbook. The 10 chapters are as follows: I. Teaching Adults Is Different . . . or Is It?; II. Underprivileged–or Underestimated; III. Planning Is Suddenly the "In" Thing; IV. Helping Your Students Develop Self-Confidence; V. Reading Is Basic; VI. Learning Is an Active Verb; VII. Are You Fostering "Non-Think"?; VIII. Once More–with Feeling; IX. Everybody Has a Message; and X. Replenish Your Idea Bank. Other titles published by the NAPCAE are listed, and information concerning NAPCAE memberships is provided. (DB)

0034 ED 059 482
Adult Reading Development: An Information Awareness Service.
National Reading Center Foundation, Washington, D.C.
Note—4p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Education, Audiovisual Aids, Community Cooperation, Educational Programs, *Functional Literacy, Grade 5, Individual Development, *Information Dissemination, Information Services, Learning Problems, Motivation Techniques, Remedial Reading, Student Attitudes, *Teaching Methods, Time Factors (Learning), *Tutoring
Identifiers—*Literacy Volunteers Inc, Right to Read
The services of the National Reading Center are discussed from the point of view of its efforts to encourage literacy campaigns in business, industry, in health, welfare and correctional institutions, and in a wide range of voluntary and community organizations. An introduction to the work of Literacy Volunteers, Inc. (LitVol), is presented; this introduction is the first in a series on major partners in the national Right to Read effort. LitVol organizes and trains volunteers to teach reading on a one-to-one tutoring basic to functionally illiterate adults (those with less than fifth grade skills). Among the methods developed by LitVol are: heavy use of voluntary staff; organized recruitment plans for trainers and learners, aided by TV spots and other publicity materials; tutor training, using handbooks on organizing and instructional techniques, including audio-visual components; and methods for "matching" tutors and learners by personality and components. Advantages of one-to-one tutoring include: (1) Illiterate adults have often been frustrated in classrooms and generalize this experience to any group situation; (2) It is difficult to find a group, or even two adults at the same level, who, studying together, can learn at the same pace; (3) Personal tutoring can fit the instruction to the varying motives of the adult learner; and (4) Personal attention can often buck up the morale of the troubled learner. (CK)

0035 ED 059 428
Developing High School Equivalency Reading Skills.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Pub Date—71
Note—581p.
EDRS Price - MF07/PC24 Plus Postage.
Descriptors—*Adult Students, Continuation Students, Curriculum Guides, *Educational Resources, *Equivalency Tests, High School Equivalency Programs, High Schools, Literature, Mathematics Materials, Models, Reading Materials, *Reading Skills, Science Materials, Social Studies, *Teaching Guides, Vocabulary Development
Instructional models and correlated learning passages are supplied in this teacher's handbook for teaching reading skills necessary for the student who wishes to participate in a High School Equivalency program. The divisions of the guide are: General Vocabulary Development–Outline; Interpreting Reading Material in Social Studies; Interpreting Reading Material in Science; Interpreting Literature; and Interpreting Reading Materials in Math. For each skill, there is an instructional rationale that explains why the skill is considered critical, one or more instructional objectives that explain the intent of the lesson, an instructional model that suggests how the skill might be taught, and one or more means of evaluating the effectiveness of instruction. (DB)

0036 ED 042 985
Panes, Paul Benjamin
A Series of Adult Reading Improvement Lessons for Instructional Television.
New York Univ., N.Y.
Pub Date—68
Note—427p.; Ed.D. Thesis
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-7346, MF $5.45, Xerography $19.35)
Document Not Available from EDRS.
Descriptors—*Adult Students, Audiovisual Aids, Bibliographies, *Curriculum Guides, Doctoral Dissertations, Educational Methods, Educational Objectives, *Educational Television, *Lesson Plans, Reading Comprehension, *Reading Improvement, Reading Rate, Reading Skills, Scripts, Study Skills, Vocabulary
Aimed at adults reading on a junior high school level, this study developed a series of reading improvement lessons for use with instructional television. Special problems included identifying the desired skills, determining specific instructional methods, and choosing modes of presentation suitable for television. Pertinent data were gathered from research studies and other literature. A model lesson was written, videotaped, and viewed by a panel of experts. Their suggestions were submitted to the investigator, who incorporated them in the lesson plans. Seventeen lessons were prepared on study skills, comprehension and interpretation, reading rate, and vocabulary; each lesson was then presented in identical format. Two presentations–a script outline and a television guide booklet–were made for each lesson. Designed for television directors, the script indicates the time devoted to each activity as well as audio and video presentations. The booklets include lesson numbers, topics, lesson plans and objectives, summaries of telecast content, important principles, and suggested followup activities, followed by references and visual aids. (LY)

0037 ED 034 148
Teacher's Suggestions for Teaching Adults in Adult Basic Education.
Texas Education Agency, Austin.
Pub Date—Aug 69
Note—84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, *Communication (Thought Transfer), Curriculum Guides, Instructional Program Divisions, Learning Motivation, Listening, *Mathematics, *Reading Instruction, Speech Communication, Student Placement, *Teaching Guides, Writing (Composition)
Adult basic education (ABE) teachers, supervisors, and administrators are furnished with guidelines on the use of linguistic techniques for basic reading instruction, (Levels 1 and 2), the formation of student skills in listening, speaking, reading, and writing (Levels 1, 2, 3), and mathematics teaching at all three levels plus the high school level. Suggestions on student placement, class activities, allocation of time, and instructional materials are offered. Aims of ABE are set forth in the context of typical reasons for participation, potential benefits, and tasks of everyday life. It is recommended that tasks in ABE classes be chosen and ABE students grouped according to needs and motivation as well as ability. (ly)

0038 ED 033 309
Techniques for Teaching Basic Reading to Out-of-School Youth.
New York State Education Dept., Albany. Bureau of Continuing Education Curr. Services.
Pub Date—69
Note—67p.
Available from—Publications Distribution Unit, State Education Building, Albany, New York 12224 (free to New York State school personnel).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, Comprehension, *Curriculum Guides, Discrimination Learning, Intellectual Development, Language Arts, Listening, Phonetic Analysis, *Reading Instruction, Skill Analysis, Speech Communication, Structural Analysis, Study Skills, *Teaching Methods, Vocabulary Development
This manual provides specific suggestions for reading instructors of mature partly illiterate and illiterate students, especially disadvantaged youth who have not completed high school. Proposed reading strategies are accompanied by examples of materials suitable for each area. Techniques are offered for diagnosing skills, as well as for teaching, reinforcement, and evaluation, in the areas of visual and auditory discrimination, vocabulary development, phonetic and structural analysis, listening, speaking, studying, and comprehension. (ly)

0039 ED 028 329
Carter, R. Phillip, Ed. Short, Verl M., Ed.
Speaking About Adults and the Continuing Educational Process. Proceedings of the Adult Basic Education Workshop (Northern Illinois University, June 13-24, 1966).
Northern Illinois Univ., De Kalb.
Pub Date—Feb 67
Note—159p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Basic Education, Adult Counseling, *Adult Learning, Citizenship, Classroom Environment, Concept Formation, Educational Legislation, Group Dynamics, Instructional Materials, Mathematics, *Program Development, Reading Instruction, Social Studies, *Teaching Methods, Testing
The papers composing this document were presented during the Workshop for Teachers on Adult Basic Education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching. They were intended to provide experienced adult educators with a current view of significant issues and resources, and students in preservice or inservice training with a basic reference and overview regarding adult basic education. Among subjects discussed were: classroom climate, cultural values, developmental tasks, recruitment and retention, program individualizations, testing, counseling, relating to the adult learner, understanding group interaction and behavior, experience in concept building, selection of instructional materials, evaluation, social studies and citizenship, practical mathematics and basic reading instruction. The appendix includes legislation which affects the adult educator. (pt)

0040 ED 024 912
Smith, Edwin H. Smith, Marie P.
Teaching Reading to Adults.
National Association for Public School Adult Education, Washington, D.C.
Pub Date—62
Note—71p.
Available from—National Association for Public School Adult Education, NEA, 1201 16th St., N. W., Washington, D. C. 20036 (HC $1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Comprehension, *Guides, *Reading Instruction, *Reading Level, *Reading Materials, Reading Tests, Teaching Machines, *Teaching

Methods, Vocabulary
This manual describes a comprehensive reading program for adults and provides specific, practical help for teachers. Four stages in adult reading ability are identified: introductory; elementary; intermediate; and developmental, with various levels of each stage. Included are suggestions for procedures to determine reading levels of individual adults, teaching methods, and instructional materials (teaching machines, reading tests, and vocabulary exercises). Appendixes provide the addresses of publishers, film companies, suppliers of special reading devices, and a bibliography of books for reading teachers. (se)

0041 ED 019 600
SMITH, EDWIN H. MASON, GEORGE E.
TEACHING READING IN ADULT BASIC EDUCATION.
Florida State Dept. of Education, Tallahassee.
Report No.—BUL-71H-4
Pub Date—DEC65
Note—62P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, Annotated Bibliographies, Comprehension, Developmental Reading, Intellectual Development, Learning Problems, Mathematics, *Reading Instruction, Sciences, Social Studies, Student Evaluation, Supplementary Reading Materials, *Teaching Guides, *Teaching Methods, Vocabulary Development, Writing Exercises
TEACHING READING IN ADULT BASIC EDUCATION IS DESIGNED TO GIVE PRACTICAL AID TO THOSE PREPARING FOR OR ENGAGED IN ADULT BASIC EDUCATION. WHILE MANY OF THE SUGGESTIONS ARE DIRECTED TO THOSE TEACHING READING CLASSES, READING SKILLS SHOULD BE TAUGHT AND DEVELOPED WHEN TEACHING IN THE OTHER AREAS SUCH AS MATHEMATICS AND GENERAL KNOWLEDGE. THE SECTION ON READING IN SPECIAL SUBJECT MATTER AREAS SHOULD PROVE OF VALUE TO THE TEACHER WHO HAS NOT HAD STRONG TRAINING IN THE TEACHING OF READING. CHAPTERS INCLUDE TEACHING ADULTS, STAGES OF ADULT READING, ASSESSING FOR INSTRUCTION (INCLUDING AN INFORMAL READING INVENTORY CHECK SHEET), GENERAL INSTRUCTIONAL METHODS, TECHNIQUES FOR SPECIFIC LEARNING DISABILITY CASES, TECHNIQUES AND MATERIALS FOR THE INTRODUCTORY, ELEMENTARY, AND INTERMEDIATE STAGES (INCLUDING DEVELOPING RECOGNITION VOCABULARY AND COMPREHENSION, SELECTING INSTRUCTIONAL MATERIALS, AND WRITING MATERIALS), READING IN THE SUBJECT AREAS OF MATHEMATICS, SOCIAL STUDIES, AND SCIENCE, THE DEVELOPMENTAL STAGE, AND AN ANNOTATED BIBLIOGRAPHY OF MATERIALS FOR THE INTRODUCTORY, ELEMENTARY, AND INTERMEDIATE READING STAGES. APPENDIXES ARE ADDRESSES OF PUBLISHERS AND A PROFESSIONAL BIBLIOGRAPHY. (AJ)

0042 ED 019 599
SMITH, EDWIN H. AND OTHERS
SPECIFIC TECHNIQUES FOR TEACHING READING.
Florida State Dept. of Education, Tallahassee.
Report No.—BUL-71H-3
Pub Date—OCT65
Note—35P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, Comprehension, Intellectual Development, *Reading Diagnosis, *Reading Instruction, Study Skills, *Teaching Methods, Vocabulary Development, Word Recognition
COMPETENT LITERACY EDUCATION INVOLVES THE CONTINUOUS DIAGNOSIS AND CORRECTION OF DEFICIENCIES. THROUGH FORMAL AND INFORMAL DIAGNOSTIC PROCEDURES AND OBSERVATION, TEACHERS LOCATE SPECIFIC NEEDS AND DEFECTS AND THEN APPLY SPECIFIC TECHNIQUES TO MEET THOSE NEEDS AND CORRECT OR WORK AROUND THOSE DEFECTS. TO HELP TEACHERS LOCATE TECHNIQUES APPROPRIATE TO THE SKILL AREA NEEDED, THOSE IN THIS BULLETIN ARE ORGANIZED IN FOUR GROUPS WITH AN EXPLANATION OF EACH PRECEDING THE TECHNIQUES. THE GROUPS, WHICH ARE FURTHER BROKEN DOWN INTO SUBCATEGORIES, ARE WORD RECOGNITION (LEARNING THE VISUAL FORM OF A WORD ALREADY IN THE AURAL VOCABULARY), COMPREHENSION SKILLS (RECEIVING, CRITICIZING, AND DEVELOPING MESSAGES THE AUTHORS ARE CONVEYING AT A SPEED APPROPRIATE TO THE TASK) AND STUDY SKILLS (LOCATING, ORGANIZING, AND REMEMBERING INFORMATION FOR EDUCATIONAL GROWTH). (AJ)

0043 ED 012 411
DONOHUE, DAN AND OTHERS
GUIDELINES FOR TEACHING THE "UNDER-EDUCATED" ADULT.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—66
Note—113P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, Annotated Bibliographies, Arithmetic, Audiovisual Aids, Educational Media, Evaluation Methods, Functional Literacy, Handwriting, Illiteracy, Language Skills, *Literacy Education, Motivation Techniques, Non English Speaking, Participant Characteristics, Reading Materials, Reading Skills, Spelling, Teacher Qualifications, *Teaching Guides, Teaching Methods
Identifiers—Washington (Olympia)
THE WASHINGTON STATE DEPARTMENT OF PUBLIC INSTRUCTION PREPARED THESE GUIDELINES FOR TEACHERS OF UNDEREDUCATED ADULTS–ILLITERATE, FUNCTIONALLY ILLITERATE, AND NON-ENGLISH-SPEAKING. THE RATE OF ILLITERACY HAS BEEN DECLINING, STANDING IN 1960 AT 18,059. FUNCTIONAL ILLITERACY IS HARDER TO DEFINE SINCE CRITERIA ARE CONSTANTLY CHANGING, BUT IT IS FOUND MOSTLY AMONG RURAL POPULATIONS AND MIGRANTS. IN 1960, THERE WERE 178,658 FOREIGN-BORN PERSONS IN THE STATE. STUDENT-TEACHER RELATIONSHIPS ARE DISCUSSED FIRST–THE PROBLEMS OF THE SCHOOL SITUATION FOR ADULTS, DEVELOPING STRONG MOTIVATION, A MINIMAL TESTING PROGRAM, VARIED METHODS OF TEACHING DEPENDING ON THE TYPE OF STUDENT, AND DESIRABLE TEACHER QUALIFICATIONS. COMMUNICATION SKILLS ARE PRESENTED IN A SEQUENTIAL MANNER TO SHOW THE STUDENTS THE EVERYDAY APPLICATIONS OF SUCH SKILLS FOR THEIR ADVANTAGE–ENGLISH LANGUAGE (GRADES 0-3, 4-6, AND 7-8), SPELLING, READING, HANDWRITING, AND ARITHMETIC. INCLUDED IN THE APPENDIX ARE TIPS FOR TEACHERS, A CONDENSED READING CURRICULUM, A BIBLIOGRAPHY OF TEXTS FOR TEACHING READING, BASIC READING TEXTS, SUPLEMENTAL READING MATERIALS, A LIST OF AUDIOVISUAL AIDS, AND FILM CATALOGS. (EB)

0044 ED 001 492
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 12.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—115P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Autoinstructional Aids, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
SELF-INSTRUCTIONAL DIRECTIONS ARE INTRODUCED. THE LESSON BEGINS WITH ORAL REVIEW QUESTIONS. THE PRONOUN "IT" IS USED IN THE ANSWER. THE WORDS "LINE" AND "DRAW" ARE INTRODUCED. THE NEXT SEQUENCE INCLUDES THE INSTRUCTIONS FOR THE STUDENT TO READ SILENTLY. THE STUDENT IS NOT ASKED TO GIVE ANY ORAL RESPONSE. THE HELPER READS ANOTHER SET OF DIRECTIONS TO THE STUDENT INTRODUCING "READ" AND "WRITE" IN TWO SEQUENCES. THE LESSON IS CONCLUDED WITH A SERIES OF SELF-INSTRUCTIONAL FRAMES.

0045 ED 001 491
THE DIEBOLD LITERACY PROJECT. MATERIALS FOR PROGRAM ADMINISTRATION.
Diebold Group, Inc., New York, N.Y.
Pub Date—64
Note—42P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, Instructional Materials, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
THE PROGRAMING USED PRESENTS MATERIAL IN SMALL STEPS WHICH CALL FOR AN ACTIVE RESPONSE FOLLOWED BY AN IMMEDIATE CONFIRMATION. THE THREE-STEP CYCLE IS REPEATED FOR EACH PIECE OF MATERIAL. THIS TYPE OF PROGRAM ALLOWS SELF-PACING, LOW-ERROR RATE, HIGH MOTIVATION AND EASY DEVELOPMENT TESTING. THE PROJECT USED THIS TECHNIQUE TO TEACH READING TO ILLITERATE ADULTS. THE PROGRAM CONSISTS OF A SERIES OF BOOKLETS IN ADDITION TO SUPPLEMENTARY REVIEW EXERCISES. THESE BOOKLETS ARE DESIGNED TO USE ANOTHER PERSON, ANY LITERATE ADULT, TO READ DIRECTIONS TO THE STUDENTS. DURING THE DEVELOPMENTAL STAGES OBSERVERS SOUGHT TROUBLE SPOTS AND AREAS OF DIFFICULTY. FROM PREVIOUS TESTING IT WAS FOUND THAT THE HELPER SHOULD EMPHASIZE NEW WORDS, ARRANGE ADEQUATE BREAK PERIODS, INSURE THAT THE STUDENT UNDERSTANDS BASIC DIRECTIONS, AND PREVENT STUDENTS FROM SPELLING OUT WORDS. HELPERS SHOULD EXPLAIN THE FORMAT OF THE BOOKLETS. INFORMATION PAGES CONTAIN DIRECTIONS AND WORDS FOR THE STUDENT. OFTEN THERE WILL BE A PICTURE TO HELP THE STUDENT TELL WHAT THE WORDS ARE ABOUT. A CONFIRMATION PAGE INDICATES THE CORRECT ACTION TO BE TAKEN ON THE INFORMATION PAGE. PROGRESS CARDS ARE KEPT BY ALL STUDENTS TO INDICATE LESSON TIMES AND PROGRESS TO DATE. A DESCRIPTION OF THE FIRST TWELVE LESSONS IS GIVEN. LESSONS INTRODUCE WORDS, COMPARE THEM WITH OTHERS, AND FINALLY, CALL FOR AN ISOLATED RECOGNITION OF THE WORD.

0046 ED 001 489
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT I, LESSON I.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—206P.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—Diebold Literacy Project, NEW YORK, New York (New York)
PICTURES OF FOUR NOUNS ARE INTRODUCED–MAN, WOMAN, CAT, AND DOG. THE NEXT SEQUENCE OF PAGES TEACHES WORD RECOGNITION THROUGH CONFIGURATION. A GEOMETRIC FORM IN THE SHAPE OF THE WORD IS LINKED WITH THE WORD ITSELF, FOLLOWED BY A PICTURE-WORD DISCRIMINATION FOR EACH OF THE FOUR NOUNS. THE WORD IS COMPARED AND CONTRASTED TO PICTURES. THE SERIES THEN ENDS WITH THE STUDENT'S READING THE ISOLATED WORD.

0047 ED 001 488
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 3.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—220P.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
THE NAMES OF CLOTHES ARE INTRODUCED - DRESS, SHIRT, TIE, AND HAT - BY LINKING VISUAL AND ORAL CUES TO THE WORDS. FROM A REVIEW OF THE SECOND LESSON, THE PHRASE "THE BIG DAY" IS INTRODUCED (ARTICLE, ADJECTIVE, NOUN). TO THIS PHRASE "IS" IS ADDED. THE STUDENT MUST RECOGNIZE "IS" AS A NEW WORD AND MUST UNDERLINE IT IN THE SENTENCE. THE WORD "IS" IS USED WITH THE PREVIOUSLY LEARNED NOUNS. ATTENTION IS THEN FOCUSED ON THE ADJECTIVES PREVIOUSLY LEARNED.

0048 ED 001 487
EDUCATIONAL SYSTEMS DEPARTMENT
BASIC LITERACY READING UNIT 1, THREE STORIES. STORY ONE-"THE YOUNG MAN WHO DIDN'T WANT TO WORK." (TITLE SUPPLIED).
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—65
Note—7P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
ONE OF THREE STORIES WAS USED AS SUPPLEMENTARY MATERIAL TO THE FIRST UNIT, THIS STORY CONCERNS A BOY WHO IS FORCED TO RAKE LEAVES BY HIS MOTHER. THE TEXT IS DRAMATIZED BY RELATED ILLUSTRATIONS AND USES THE READING VOCABULARY DEVELOPED IN THE FIRST UNIT.

0049 ED 001 485
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 4.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—172P.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
LESSON 4 BEGINS THE INTRODUCTION OF QUESTIONS AND ANSWERS. THE HELPER BEGINS BY ASKING A QUESTION. THE STUDENT RESPONDS BY READING THE SENTENCE INTRODUCED IN THE LAST LESSON. NEXT, THE QUESTIONS ARE READ BY THE STUDENT. PUNCTUATION IS INTRODUCED-QUESTION MARKS DENOTING QUESTIONS AND PERIODS INDICATING ANSWERS. THEN THE STUDENT IS ASKED TO READ A QUESTION AND CHOOSE FROM TWO ANSWERS. QUESTIONS BECOME MORE COMPLEX WITH THE INTRODUCTION OF "OR." "THIN" IS INTRODUCED WITHOUT A PICTURE CUE. IT IS DISCOVERED FROM THE ASSOCIATION WITH ITS OPPOSITE. DISCOVERY OF INDIVIDUAL LETTERS IS BEGUN AND THE STUDENT REALIZES THAT THE SAME LETTER IS USED IN DIFFERENT WORDS.

0050 ED 001 482
CROHN, BURRILL L.
THE DIEBOLD LITERACY PROJECT-PROGRAMS FOR THE ILLITERATE ADULTS.
Diebold Group, Inc., New York, N.Y.
Pub Date—64
Note—4P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Autoinstructional Aids, Beginning Reading, Black Education, *Illiteracy, *Individual Instruction, *Programed Instructional Materials, *Reading Instruction, Reading Skills, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
ADULT ILLITERACY RESULTS FROM POVERTY, AND, MANY TIMES, SUPPRESSION. ILLITERACY IS SELF-MAINTAINING BECAUSE ILLITERATES CANNOT GAIN NEW KNOWLEDGE OR FULLY PARTICIPATE IN ECONOMIC, CULTURAL OR POLITICAL LIFE OF THEIR SOCIETY. THE PROJECT WAS AN ATTEMPT TO APPLY THE PRINCIPLES OF PROGRAMED INSTRUCTION TO THE TEACHING OF READING TO ADULT ILLITERATES. THE TARGET POPULATION AREA WAS A NEGRO RURAL REGION OF MISSISSIPPI IN WHICH 91 PERCENT OF THE ADULTS WERE ILLITERATE. OBJECTIVES OF THE PROGRAMED MATERIALS WERE TO ENABLE THE SUBJECT TO RECOGNIZE A WORD BY SIGHT AND TO READ ALOUD A NUMBER OF WORDS WITHOUT PICTORIAL OR CONTEXTUAL SUPPORT, AND TO DEVELOP OTHER BEGINNING READING SKILLS SUCH AS PHONETICS AND ABILITY TO RECOGNIZE UN FAMILIAR WORDS FROM CONTEXT. THE MATERIALS DEVELOPED THUS FAR SEEK TO PROVIDE A MINIMUM NUMBER OF WORDS-WORDS ALREADY IN THE LEARNER'S SPOKEN VOCABULARY-AS RECOGNITION VOCABULARY TO BE USED, IN TURN, AS MODELS FOR EXERCISES IN STRUCTURAL AND PHONETIC ANALYSIS. THE MATERIAL IS PRESENTED IN A DOUBLE TRACK PROGRAM. ONE TRACK PROVIDES THE BASIC FORMAT OF THE BOOKS. TO PROVIDE AUDITORY STIMULI, SUPPLY DIRECTIONS, ASSESS ORAL RESPONSES AND PROVIDE ORAL REINFORCEMENT, A SECOND TRACK RUNS PARALLEL TO THE FIRST. IT UTILIZES A HELPER WHO MUST BE A LITERATE ADULT. INITIAL WORDS WERE ALL COMMON NOUNS, CHOSEN FOR THEIR CONFIGURATION AND PHONETIC EASE, THEIR INCIDENCE IN THE VOCABULARY OF THE TARGET POPULATION, AND THEIR RELEVANCE AS MODELS FOR LATER LESSONS. THE WORDS WERE SUPPORTED BY PICTURES AND THE NAME SPOKEN BY THE HELPER. THROUGH A SERIES OF DISCRIMINATIONS, THESE CUES WERE FADED, AND THE TERMINAL FRAME FOR THE SEQUENCE ASKED THE STUDENT HIMSELF TO READ THE ISOLATED WORD ALOUD.

0051 ED 001 481
BLYTH, JOHN W.
PROGRAMING BASIC VERBAL SKILLS.
Diebold Group, Inc., New York, N.Y.
Pub Date—02APR64
Note—25P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Autoinstructional Aids, Beginning Reading, *Black Education, *Illiteracy, Language Skills, *Programed Instructional Materials, *Reading Instruction, Reading Skills, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
THE GREATEST PROBLEM FACING EDUCATION TODAY IS THE ERADICTION OF ILLITERACY IN OUR OWN AND OTHER COUNTRIES. TEACHING READING TO ILLITERATE ADULTS IS PRIMARILY A MATTER OF ESTABLISHING THE PROPER CORRELATION BETWEEN THE ELEMENTS OF THE WRITTEN LANGUAGE, WHICH ARE UNKNOWN TO THEM, AND ELEMENTS OF THE SPOKEN LANGUAGE ALREADY IN THEIR REPERTOIRE. THE IMMEDIATE OBJECTIVES OF THE PRESENT PROJECT ARE LIMITED TO THE READING AND COMPREHENSION OF SENTENCES WITH RELATIVELY SIMPLE STRUCTURES, RECOGNITION READING OF A SPECIFIED NUMBER OF WORDS, AND THE ABILITY TO USE STRUCTURE AND CONTEXT CUES TO READ NEW WORDS THAT ARE ALREADY PART OF THE SPOKEN VOCABULARY. THE PRINCIPAL TECHNIQUES TAUGHT ARE WORD RECOGNITION, PICTURE AND VERBAL CONTEXT, PHONETIC ANALYSIS, AND STRUCTURAL ANALYSIS. THE PROGRAM CONSISTS OF A "DOUBLE TRACK," ONE TRACK CONSISTS OF READING EXERCISES, PICTURES, AND RESPONSES FOR THE LEARNER. A PARALLEL TRACK IS FOR A LITERATE HELPER FROM THE SAME LANGUAGE GROUP AS THE LEARNER. IT IS HOPED THAT ONCE A FORMAT IS PERFECTED IN ONE LANGUAGE IT CAN BE GENERALIZED WITH ONLY SLIGHT MODIFICATIONS TO OTHER LANGUAGES AS WELL. AN INITIAL PROGRAM IS BEING PLANNED WITH ADULT ILLITERATE NEGROES IN THE DELTA REGION OF MISSISSIPPI.

0052 ED 001 480
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 2.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—247P.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
THE NOUNS-TABLE, DOOR, ROOM, HOUSE, AND BED-ARE INTRODUCED BY PRESENTING THEM WITH APPROPRIATE PICTURES. THE RELATIONSHIP IS MADE STRONGER BY A DEMAND FOR RECOGNITION IN SITUATIONS WHERE NOUNS ARE COMPARED AND CONTRASTED TO PICTURES. "THE" AND "AND" ARE INTRODUCED BY VISUAL AND ORAL CUES FROM A HELPER. FURTHER DISCRIMINATION IS BUILT UP FOR THESE WORDS BY CONFIGURATION TRAINING, THE LINKING OF THE SHAPE OF THE WORD TO A GEOMETRIC FORM. TESTS ARE INCLUDED FOR RESPONSES TO THESE WORDS IN ISOLATION, WITHOUT VERBAL OR PICTURE CUES.

0053 ED 001 479
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 5.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—107P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—NEW YORK, New York (New York)
THE NAMES OF FOUR FOODS - CORN, MILK, BREAD, AND HAM - ARE INTRODUCED BY LINKING THEM WITH PICTURES. A NEW ARTICLE, "THIS," IS INTRODUCED. DISCRIMINATION IS DRAWN BETWEEN "THIS" AND "THE." A SEQUENCE TEACHES THE DIAGRAPH "TH." THE ARTICLE "A" AND THE VERB "ARE" ARE INTRODUCED. THE STUDENT UNDERLINES NEW WORDS, AND THE RESPONSES ARE STRENGTHENED THROUGH PRACTICE IN SILENT READING.

0054 ED 001 478
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 11.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—100P.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, New York (New York)
THE LESSON INTRODUCES THE LAST POSSESSIVE PRONOUN FOR THIS UNIT, THE WORD "THEIR." THE POSSESSIVE CASE AND ALL THE POSSESSIVE RELATIONSHIPS BETWEEN CHARACTER AND OBJECTS ARE THEN REVIEWED IN A QUESTION AND ANSWER SEQUENCE. THE WORD "WHOSE" IS CONTAINED IN SOME QUESTIONS. FINALLY, THE LESSON INTRODUCES "QUESTION" AND "ANSWER" AS NECESSARY VOCABULARY FOR THE INTRODUCTION OF SELF-INSTRUCTION DIRECTIONS IN THE NEXT LESSON.

0055 ED 001 476
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 7.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—125P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
LESSON 7 BEGINS THE SECOND QUESTION AND ANSWER SEQUENCE IN THE FIRST UNIT. THE FUNCTION OF THIS SEQUENCE IS TO REVIEW ALL THE PREPOSITIONS INTRODUCED IN LESSON 6. THE NEW WORD "WHERE" IS INTRODUCED BY THE HELPER'S ASKING A QUESTION CONTAINING THE WORD "WHERE." THE STUDENT ANSWERS BY READING THE ANSWER UNDER THE PICTURE. THE NEXT SEQUENCE FORCES A CHOICE BETWEEN TWO POSSIBLE ANSWERS REQUIRING A DISCRIMINATION BETWEEN PREPOSITIONS. "WHERE" THEN APPEARS IN THE STUDENT READING. PAIRING OF PHONETIC ELEMENTS IN WORDS SUCH AS WHERE AND WHITE IS BEGUN. STORY FRAMES PROVIDE PRACTICE WITH NEW WORDS BY INCLUDING SHORT DESCRIPTIONS OF PICTURES.

0056 ED 001 475
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 10.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—130P.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, *Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
THE INTRODUCTION OF PRONOUNS IS CONTINUED. "HIM" AND "HER" ALONG WITH THE POSSESSIVE "S" ARE INTRODUCED. THROUGH THE INTRODUCTION OF THE POSSESSIVE CASE, THE LESSON ALSO CONTRIBUTES TO THE DEVELOPMENT OF THE CHARACTERS WHO APPEAR IN THIS AND EARLIER LESSONS. INFORMATION ABOUT THE CHARACTERS IS PRESENTED. FOR EXAMPLE, PICTURE ASSOCIATION SHOWS THE HOUSE TO BE THE MAN'S. THIS FACT THEN BECOMES PART OF THE VOCABULARY. "HIS," "HER," AND "HE" ARE ASSOCIATED PHONETICALLY.

0057 ED 001 474
BLYTH, JOHN W. AND OTHERS
BASIC LITERACY READING, UNIT 1, LESSON 9.
Diebold Group, Inc., New York, N.Y.; Tougaloo Coll., Miss.
Pub Date—64
Note—112P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, *Adult Literacy, Beginning Reading, *Illiteracy, *Individual Instruction, *Programed Instruction, Programed Instructional Materials, *Reading Instruction, Teaching Methods
Identifiers—DIEBOLD LITERACY PROJECT, NEW YORK, New York (New York)
THE PRONOUNS INTRODUCED IN LESSON 8 ARE REVIEWED THROUGH QUESTIONS AND ANSWERS. A DOUBLE QUESTION IS USED AND EXTENDED IN TWO SEPARATE FRAMES. THE FIRST QUESTION CONTAINS THE NEW WORD "WHO" AND IS SPOKEN BY A HELPER. AN EXAMPLE OF PRONOUN REVIEW IS "WHO IS THIS."-THE PICTURE DISPLAYS A THIN MAN IN A ROOM. "THIS IS THE THIN MAN. WHERE IS HE." THE PICTURE REMAINS THE SAME. "HE IS IN THE ROOM." "WHAT" IS INTRODUCED. PHONETIC ASSOCIATION IS DRAWN BETWEEN "WHAT," "WHERE," AND "WHITE."

PROGRAM DESCRIPTIONS

0100 ED 141 634

An Adult Prescriptive Program for Levels of Employment-Career Oriented Education. (Apple Core). An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Bulletin # 1258. Booklet 1. Reading and Mathematics Summary.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No.—V0016VA

Pub Date—[76]

Grant—OEG-0-74-1811

Note—40p.; For related documents see CE 011 961-967

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Basic Skills, Career Education, *Curriculum Design, *Curriculum Development, Curriculum Guides, Instructional Materials, *Job Training, *Mathematics Instruction, Needs Assessment, *Reading Instruction, Reading Skills, Reading Tests

Identifiers—Louisiana

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This first booklet is a summary of the reading and math skills and an explanation of the development of diagnostic and instructional instruments utilized in each of the instructional packets. (Booklets 4-7 are the instructional packets developed in each of the following areas: Manufacturing, municipal government, health services, and construction.) Section 1 of the booklet contains a list of reading skills; discusses the development of diagnostic instruments for assessing reading level, including testing instructions and the test; and explains the development of instructional instruments, including a summary of the following method for preparing career-related materials: Collect print from career sites, analyze the print for suitability in content and vocabulary, locate a sample skills lesson, substitute career-oriented vocabulary and content in the sample exercises, and follow-up with practice. Section 2 contains a list of basic mathematical skills and adult performance level objectives; and, like the section on reading, explains the development of the diagnostic and instructional instruments utilized in each of the instructional packets. (EM)

0101 ED 141 631

An Adult Prescriptive Program for Levels of Employment-Career Oriented Education (Apple Core). Bulletin #1258. An Adult Education Curriculum Guide Based on Instructional Materials Related to Occupational Needs of Employees. Booklet 4. Instructional Packet: Construction Employees.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No.—V0016VA

Pub Date—[75]

Grant—OEG-0-74-1811

Note—40p.; For related documents see CE 011 961-967 ; Some charts may be marginally legible due to print quality of the original document

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Career Education, Construction (Process), Curriculum Design, Curriculum Guides, *Daily Living Skills, *Job Skills, Job Training, *Lesson Plans, *Mathematics Instruction, *Reading Instruction

Identifiers—Louisiana

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This fourth booklet outlines a prescriptive career-oriented adult instructional program (an individualized program of study prescribed according to each worker's specific job requirements and proficiency level in math and reading skills) for undereducated construction employees. (Booklets 5-7 are the other instructional packets developed in each of the following areas: Manufacturing, municipal government, and health services.) This booklet contains 14 one- to two-page lesson plans in which reading or math are taught in conjunction with specific job-related tasks to help workers increase their job performance as they become more proficient in reading and math. Each lesson plan in outline format includes the following: Title; identification as a reading or mathematics instructional plan for a specific skill level; related career knowledge area; the specific skill being taught; behavioral objectives; lists of instructional activities, procedures, and teacher materials (blueprints are attached); and suggested type of evaluation. (EM)

0102 ED 141 630

An Adult Prescriptive Program for Levels of Employment-Career Oriented Education (Apple Core). Bulletin #1258. An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Booklet 5. Instructional Packet. Health Services Employees.

Lafayette Parish Vocational Center, La.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No.—V0016VA

Pub Date—[75]

Grant—OEG-0-74-1811

Note—61p.; For related documents see CE 011 961-967

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Career Education, Curriculum Design, Curriculum Guides, *Daily Living Skills, Health Services, *Job Skills, Job Training, *Lesson Plans, *Mathematics Instruction, *Reading Instruction

Identifiers—Louisiana

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This fifth booklet outlines a prescriptive career-oriented adult instructional program (an individualized program of study prescribed according to each worker's specific job requirements and proficiency level in math and reading skills) for undereducated health services employees. (Booklets 4, 6, and 7 are the other instructional packets developed in each of the following areas: Construction, manufacturing, and municipal government.) This booklet contains 21 one- to two-page lesson plans in which reading or math are taught in conjunction with specific job-related tasks to help workers increase their job performance as they become more proficient in reading and math. Each lesson plan in outline format includes the following: Title; identification as a reading or mathematics instructional plan for a specific level; related career knowledge area; the specific skill being taught; behavioral objectives; lists of instructional activities, procedures, and teacher materials (printed materials for reading skill instruction are attached); and suggested type of evaluation. (EM)

0103 ED 141 629

An Adult Prescriptive Program for Levels of Employment-Career Oriented Education (Apple Core). Bulletin #1258. An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Booklet 6. Instructional Packet. Manufacturing Employees.

Lafayette Parish Vocational Center, La.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No.—V0016VA

Pub Date—[75]

Grant—OEG-0-74-1811

Note—48p.; For related documents see CE 011 961-967

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Career Education, Curriculum Design, Curriculum Guides, *Daily Living Skills, *Job Skills, Job Training, *Lesson Plans, Manufacturing, *Mathematics Instruction, *Reading Instruction

Identifiers—Louisiana

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This sixth booklet outlines a prescriptive career-oriented adult instructional program (an individualized program of study prescribed according to each worker's specific job requirements and proficiency level in math and reading skills) for undereducated manufacturing employees. (Booklets 4, 5, and 7 are the other instructional packets developed in each of the following areas: Construction, municipal government, and health services.) This booklet contains 22 one- and two-page lesson plans in which reading or math are taught in conjunction with specific job-related tasks to help workers increase their job performance as they become more proficient in reading and math. Each lesson plan in outline format includes the following: Title; identification as a reading or mathematics instructional plan for a specific skill level; related career knowledge area; the specific skill being taught; behavioral objectives; lists of instructional activities, procedures and teacher materials (two charts, a diagram, and several copies of canned food labels are included); and suggested type of evaluation. (EM)

0104 ED 141 628

An Adult Prescriptive Program for Levels of Employment-Career Oriented Education (Apple Core). Bulletin #1258. An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Booklet 7. Instructional Packet. Municipal Government Employees.

Lafayette Parish Vocational Center, La.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No.—V0016VA

Pub Date—[75]

Grant—OEG-0-74-1811

Note—79p.; Some parts may be marginally legible due to print quality of original

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, Career Education, City Government, Curriculum Design, Curriculum Guides, *Daily Living Skills, *Job Skills, Job Training, *Lesson Plans, *Mathematics Instruction, *Reading Instruction

Identifiers—Louisiana

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This seventh booklet outlines a prescriptive career-oriented adult instructional program (an individualized program of study prescribed according to each worker's specific job requirements and proficiency level in math and reading skills) for undereducated municipal government employees. (Booklets 4-6 are the other instructional packets developed in each of the following areas: Manufacturing, construction, and health services.) This booklet contains 24 one- to three-page lesson plans in which reading or math are taught in conjunction with specific job-related tasks to help workers increase their job performance as they become more proficient in reading and math. Each lesson plan in outline format includes the following: Title; identification as a reading or mathematics instructional plan for a specific skill level; related career knowledge area; the specific skill being taught; behavioral objectives; lists of instructional activities, procedures, and teacher materials (a chart and several forms are attached); and suggested type of evaluation. (EM)

0105 ED 128 772

Basic Reading Instruction for Students in Automotive Occupations. Student's Handbook.

General Behavioral Systems, Inc., Torrance, Calif.

Spons Agency—Division of Manpower Development and Training. , BAVT.

Pub Date—71

Note—199p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, *Adult Reading Programs, *Auto Mechanics, *Basic Reading, Course Content, Curriculum Guides, *Decoding (Reading), Phonetics, Phonics, Reading Materials

The basic reading course outlined in this student handbook emphasizes the decoding process. The contents consist of a letter-and-sound spelling chart and 87 course modules which are based on single-letter and letter-combination sounds. Many of the modules include exercises, and some contain reading material. (JM)

0106 ED 120 461

Memory, David And Others

Helping Adult Literacy Students to Get and Keep a Job: A Functional Content Unit.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date—75

Note—37p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, *Employment Interviews, Employment Opportunities, *Job Application, Learning Activities, Lesson Plans, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan, Vocational Adjustment

Identifiers—*Tutor Support Library

The functional content unit on getting and keeping a job is part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The unit, which provides information and teaching ideas to help the tutor prepare students for successful job hunting contains: an introduction, a list of critical vocabulary terms, a detailed outline of information and suggestions to assist the tutor in organizing and keeping track of topics covered, and a description of materials related to the topic. A brief discussion describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials appear at the end of the unit. The guide also includes a reference list (student materials and tutor references). (Author/MS)

0107 ED 112 384

Tennessee Criteria of Excellence in Reading.

Tennessee State Dept. of Education, Nashville.

Pub Date—75

Note—41p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Educational Environment, Elementary Secondary Education, *Evaluation Criteria, Instructional Materials, Program Development, *Reading Instruction, *Reading Programs, School Community Relationship, State Programs, Teachers

Identifiers—*Right to Read, Tennessee

The criteria of excellence outlined in this book have been organized according to the following five components, identified as essential for effective reading programs: school and community commitment, staff and staff development, the learning environment, program development and implementation, and instructional materials. For each of the components, a rating scale and a list of criteria are provided. An appendix contains both sample worksheets and summary sheets for a profile chart, the strengths of the program, the areas in need of improvement, and the priorities. (JM)

0108 ED 112 346

Effective Reading Programs; Summaries of 222 Selected Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency--National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—75

Contract—NEC-400-75-0029; OEC-0-73-7054

Note—262p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13001, $5.95 non-member, $5.50 member)

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Reading Programs, Developmental Reading, Elementary Secondary Education, *Models, Postsecondary Education, Program Descriptions, *Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Remedial Reading, *Teacher Effectiveness

Identifiers—*Effective Reading Programs, Right to Read

This catalog of reading programs is a result of an intensive search by the American Institutes for Research of reading programs in operation across the nation, followed by computer evaluation of the findings. Although the principal objective of the research was to produce multimedia inservice packages for reading teachers which demonstrate twelve outstanding programs, the number of effective reading programs discovered was too significant to go unreported. Summaries are given for each of the 222 programs judged to have potential for improving reading ability. The size of each program and its target population are described; its starting date, staff, and major features are given; its facilities, materials, and equipment are listed; and its cost is detailed. Sources of further information on each program are also included. The programs outline elementary, secondary, adult, and special education areas and cover a wide range of reading skills, organizational plans, and geographical areas. The twelve programs to be depicted in multimedia packages are also briefly described. More complete descriptions of most of the programs can be found in the ERIC system. (MKM)

0109 ED 110 855

Feingold, S. Norman

Explorations; Part I, Revised: Career Activities for Adult Education Classes.

Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 75

Grant—OEG-0-73-6372

Note—75p.; The document is a revision of CE 003 179

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, *Career Education, Critical Thinking, *Integrated Curriculum, *Language Arts, Learning Activities, *Lesson Plans, Reading Instruction, Speech Communication, Student Characteristics, Writing Skills

Identifiers—Adult Career Education Resources Survey

The Adult Career Education Resources Survey was designed to (a) compile career information resources for adults and (b) provide materials that will encourage adult educators to integrate career education activities into ongoing curricula. The document was developed and revised by the Suvey staff to meet the second objective; it provides a group of field-tested exercises for use by adult educators which serve to help adult students become familiar with a spectrum of careers and which permit introduction of career materials into other learning contexts. From two to six exercises are provided in each of four curriculum areas: reading, writing, oral communication, and critical thinking. To assist the teacher in integrating career activities into ongoing curricula, every activity includes these characterizations: (1) skills reinforced by the activity, (2) performance objective, (3) materials required, (4) time required, (5) a summary of the activity, which describes briefly the suggested tasks from initiation to completion, (6) potential results, and (7) potential populations for utilization. Information on the field-testing of these activities is provided in the document. (Author/AJ)

0110 ED 102 426

Hoffman, Fae E. And Others

Explorations, Part I: (Guidelines for Career Development in Adult Education). Career Activities for Adult Education Classes.

Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Vocational Service.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 74

Note—105p.; For other documents in the B'nai B'rith Adult Career Education Resources Survey series see CE 003 180-181

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, Adult Programs, *Career Awareness, *Career Development, *Career Education, Communication Skills, Competency Based Education, Critical Thinking, Curriculum Guides, Integrated Curriculum, *Learning Activities, Reading Skills, Skill Development, Units of Study, Verbal Ability, Writing (Composition)

The guide provides a group of guiding, exploring activities which address adult student needs for utilization of career materials in the learning process. Activities are presented as suggestions for incorporating career awareness into the teacher's ongoing curriculum. Each career development activity has been placed in one of four curriculum areas: reading (four units), writing, (four units), oral communication (five units), and critical thinking (six units). To assist the teacher each unit is broken down under the headings of: skills reinforced by the activity, performance objectives, resource materials needed, class time required, a summary of the activity, the by-products of the suggested activity, and the potential populations for utilization of the unit. (Author/BP)

0111 ED 078 268

THE BLADE Program Basic Literacy for Adult Development. Instructor's Manual. Revised.

Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date—73

Note—102p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, Communication Skills, Curriculum Design, *Individualized Instruction, Instructional Materials, Mathematics Instruction, *Program Descriptions, Reading Instruction, *Teaching Guides

Identifiers—*BLADE Program, Canada

The nature and rationale of the BLADE (Basic Literacy for Adult Development) Program are explained in this instructor's manual, which also provides an analysis and index of the content. The BLADE Program raises adults to a measured Grade 5.0 level in reading, other communication skills, and mathematics. The program is completely individualized: it tells the student what he is to learn, provides the materials and dynamics for learning it, tells him how to use the instructional sequence, tells him how well he should learn the content, and gives him the means to determine if he has met these criteria before he is tested on his progress. The program is constructed to meet expressed behavioral objectives, and is sequenced on the spiral curriculum plan. The instructional materials are original and designed specifically for the BLADE Program. They are adult in context. The 115 instructional books vary in size. The media include audiotapes, texts, study sheets, study cards, exercises, and some manipulative items. The two most unique features of the program are the tape-text combination and the cueing system. This manual discusses the units of Communication, Levels 1-4; non-Blade materials concerned with communication; Mathematics, Levels 1-4; non-Blade optional materials on mathematics; Facts for Effectual Living; Learning How to Learn; Timed Practice Sessions; Skill and Knowledge Required for Enrollment; Tests to Establish Suitability for Enrollment; The Entrance Levels; Tests for Placement in the BLADE Program; Special Skill and Activities Required of the Instructor; The Classroom Kits of BLADE Material; Equipment Needed; Time Required to Complete the Program; and Implementing the Program in the BLADE classroom. Fourteen

appendixes are included. (DB)

0112 ED 068 812
DeCrow, Roger, Ed.
National Right to Read Partners.
National Reading Center Foundation, Washington, D.C.
Pub Date—Jul 72
Note—11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Education, *Adult Literacy, *Adult Reading Programs, Bibliographies, *Illiteracy, Newsletters, Publications, Reading, *Reading Skills, Resource Materials
In these publications of the National Reading Center, several organizations which aid illiterate adults in learning reading skills are described. The purpose, clients, activities, and programs are discussed for the National Association for Public Continuing and Adult Education (NAPCAE), American Library Association - Adult Service Division, Adult Education Association of the U.S.A., and the National Affiliation for Literary Advance. Each organization lists its publications and additional materials, as well as providing an address to contact for further information. (RS)

0113 ED 065 862
Reed, Bonnie
English on the Job, Language Arts: 5113.31.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—18p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Standards, Communication (Thought Transfer), *Communication Skills, Course Content, Course Objectives, Discussion (Teaching Technique), Employment, *English Instruction, Field Trips, Instructional Materials, *Job Application, Labor Legislation, *Language Arts, Performance Criteria, Speech Communication, Student Participation, *Teaching Methods, Unions, Word Recognition
Identifiers—*Quinmester Program
An exploration of basic language and communication skills is the subject matter of this course. Performance objectives for the student include: (1) recognition of employment-related words, (2) satisfactory completion of various application forms, (3) correct oral response to questions, (4) identification of basic facts about social security, labor laws, unions, and employment agencies, (5) differentiation between desirable and undesirable levels of behavior and dress in obtaining and keeping a job, (6) composition of a letter of application in reply to an employment advertisement, and (7) relating self to fictional accounts of job hunting and acceptance. Course content centers around choosing a job, applying for the job, labor laws, and problems on the job. Teaching strategies and materials include student participation, class discussion, resource personnel, field trips, and application forms. (CK)

0114 ED 065 766
Blankenburg, Richard
Step-Up–A Final Report.
San Diego Community Coll., Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date—Jun 72
Note—87p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, *Economic Development, Educational Facilities, *Educationally Disadvantaged, Feasibility Studies, Hypothesis Testing, Inservice Education, Mathematics Instruction, Preservice Teacher Education, Reading Instruction, *Released Time, *School Business Relationship, Skill Development, Student Reaction, Systems Approach, Teaching Methods
Identifiers—California, California (San Diego), *Project Step Up
A proposal for Project Step-Up, an endeavor to facilitate upward economic mobility, was submitted, based on the results of a feasibility study. These results indicated that 10 employers of the San Diego Area were prepared to participate in a program to provide adult basic education skills to educationally disadvantaged employees. Participating companies provided classroom facilities on-site at the place of the student's employment. The hypothesis tested was that if the deficiencies in reading and mathematical skills were eliminated, the participants in the program would be able to acquire the necessary vocational skills for a better job through normal public school channels. It was found that employers were willing to grant entry level employees released time to attend classes. Teachers for the project underwent four pre-service training cycles in addition to continuous in-service training on a weekly basis. Teachers used a systems approach. First a diagnostic procedure was utilized to determine student needs and then a course of action was prescribed. Eventually, a Community Learning Center was established in Southeast San Diego. Project Step-Up is the first program funded by OEO that has been completely assimilated in the ongoing program of the contracting agency. Both student and community reaction to the project was positive. Both unemployed and underemployed adults have experienced educational and economic success as a result of the project. It is recommended that adult schools consider duplicating the efforts of any of the parts of Project Step-Up. (CK)

0115 ED 061 509
Brice, Edward Warner And Others
Teaching Adults the Literacy Skills.
General Federation of Women's Clubs, Washington, D.C.
Note—131p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Basic Education, *Adult Students, Arithmetic, Bibliographies, *Course Descriptions, Guides, *Literacy Education, *Program Development, Reading Instruction, *Skill Development, Spelling Instruction, Teaching Methods, Writing Skills
Identifiers—*Operation Alphabet
This manual provides suggestions for planning and organizing literacy programs; samples and illustrations of course content; and suggested criteria for setting up such programs. The seven chapters of the manual are as follows: 1. Things Which You Can Do; 2. Learning to Talk English; 3. Reading; 4. Writing; 5. Spelling; 6. Teaching Arithmetic to Adults; and 7. Basic Essentials Chart for a Literacy Education Program. Selected References conclude the manual. (DB)

0116 ED 032 472
High School Equivalency. Part I: Theory and Design of the Program.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.; State Univ. of New York, Albany.
Pub Date—69
Note—118p.
Available from—Also available, free, the N.Y. State School personnel, from The State Education Dept., Bureau of Continuing Education Curriculum Development, Albany, New York 12224.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, Bibliographies, *Curriculum Guides, Educational Testing, *Equivalency Tests, Grammar, High School Equivalency Programs, Literature, Mathematics, Programed Instructional Materials, Reading Instruction, Reading Skills, Science Education, *Secondary School Curriculum, Social Studies, Speed Reading
Identifiers—General Educational Development Tests, New York
This handbook is a guide for an adult education program for the student who desires a New York State High School Equivalency Diploma. It covers areas ranging from the scope of the programs in grammar and usage, literature, social studies, mathematics, and sciences, to the background and purpose of the General Educational Development Tests. Special emphasis is placed upon the reading program; techniques required in the development of good reading habits are stressed. Included is a listing of programed and self-directed materials, with publishers and prices. (se)

0117 ED 030 048
Mocker, Donald W. Veri, Clive C.
The University of Missouri Adult Basic Education System.
Missouri Univ., St. Louis. Extension Div.
Pub Date—69
Note—98p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Achievement, *Adult Basic Education, Classroom Environment, *Curriculum, *Disadvantaged, Educational Diagnosis, Group Counseling, Individual Counseling, *Individualized Programs, Language Skills, Mathematics Instruction, *Program Design, Reading Instruction, Social Studies, Student Teacher Relationship, Teaching Methods, Workshops
The University of Missouri adult basic education (ABE) system, developed from the ABE laboratory with the help of Title III funds, consists of a series of subsystems designed to effect behavioral change in undereducated adults through an individualized flexible approach to learning. The subsystems of diagnostic testing; individual counseling, teaching-learning, achievement testing, and group counseling workshops are structured around the psychological and curricular principles of: individualized learning; meaningful and practical adult curriculum; a variety of instructional media; a threat-free learning environment; immediate feedback; active learning situations; and sensitized teachers, aides, counselors, and researchers. Specific curriculums for reading, language, mathematics, and social studies are presented with suggested published materials. The counseling workshop curriculum consists of group activities which are entirely learner centered. A counselor guides learners through units they have devised, utilizing role playing, class talks, panel discussion, guest speakers, films and teacher made materials. (pt)

BEGINNING READING

0200 ED 177 511

Bridge, Connie, Comp. Lemmon, Kay, Comp.

Learning to "Read" My World: Language Experiences for Young Children.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date—79

Note—54p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Language Enrichment, *Language Experience Approach, Learning Activities, *Prereading Experience, Preschool Education, *Reading Instruction, *Reading Programs, Teaching Guides, Teaching Methods

The purpose of this publication is to provide kindergarten teachers with the rationale, ideas, and activities necessary for implementing an experience-based language/prereading program in their classrooms. The various sections contain a rationale for using language experience activities; suggestions for classroom management of such activities; and descriptions of language experience activities for the classroom involving active interaction, speaking and listening, functional language, movement from speech to print, and phoneme/grapheme relationships. The publication also contains a teacher's daily checklist of language experiences and a statement of concerns about preschool reading instruction. A list of resources for use in organizing language experience activities is included. (FL)

0201 ED 177 507

VanDongen, Richard D.

Young Children Move into Reading Supported by a Classroom Reading Environment.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—Oct 79

Note—8p.

Journal Cit—INSIGHTS into Open Education; v12 n2 Oct 1979

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Classroom Environment, *Language Experience Approach, Learning Activities, Primary Education, Reading Attitudes, Reading Habits, *Reading Instruction, Role Models, *Student Experience, Student Interests, *Teacher Role

To support young children in bringing all of their resources to bear on constructing meaning from print, teachers must be aware of how children learn, must make use of a variety of learning materials, and must carefully prepare the contextual setting in which children move into reading. Teachers should focus on planning a classroom reading environment that enables children's language and experiences to be brought to bear on constructing meaning. They should familiarize themselves with community resources and create a classroom environment that reflects many aspects of the community. Among the many activities they can introduce are the highlighting of children's names in contextual settings and the recording of children's observations about weather and plants. Activities can be related to children's family experiences, to their television and story reading experiences at home, and to current or seasonal interests. Teachers should also focus on developing purposes for reading that become part of daily living. Many functional classroom routines can show children the usefulness of reading, and opportunities for purposeful writing support the notion of purposeful reading. Teachers should also model reading behavior both by reading stories to children and by showing how reading meets some of their own personal needs. (GT)

0202 ED 175 025

Biesiman, Margot

Language Experience for Kindergarten, First, and Second Grade.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date—17 Jul 70

Note—98p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Affective Objectives, Art Activities, *Classroom Communication, Imagination, *Integrated Activities, Language Arts, *Language Enrichment, *Language Experience Approach, Language Skills, *Learning Activities, Primary Education, *Student Teacher Relationship, Teaching Guides

The activities described in this publication are based on a language experience approach that involves primary grade children in progressions from experience to art, writing, and reading. The first and longest section presents a model lesson plan for activities in which children fantasize about being balloons and then progress to related movement, art, and language activities. The other sections suggest activities useful in redirecting disruptive children to art and language experiences; developing show and tell sessions that involve lively, natural interactions; setting focuses for listening; building language experiences upon natural, spontaneous play; enriching communication and language through movement and art experiences; building language upon experiences with Cuisenaire rods, attribute blocks, and unit blocks; creating a classroom writing center; and helping children learn to write and to identify letters through scribbling. The publication includes anecdotes and examples of pupil/teacher dialogue to show how the activities were used in class, discussions of skills that can be developed through the activities, and suggestions to help teachers become comfortable in using the suggested techniques. (GT)

0203 ED 172 927

Bates, Sue Ann And Others

Kindergarten Curriculum Issues: Reading. Bulletin No. 8312.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—79

Grant—OEG-0-73-2898

Note—48p.; For related documents, see PS 010 677-78

Pub Type— Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Collected Works, *Curriculum Development, Early Childhood Education, Elementary School Curriculum, Elementary School Students, Language Acquisition, Opinions, Parent Participation, *Reading Instruction, *Reading Skills, *Teacher Role, Teaching Methods

This paper, a response to questions raised on state and local levels on reading in kindergarten, deals with insights required to teach early reading rather than daily reading activities for children. Sections briefly discussed are: A view of reading as a communication process; the importance of teacher sensitivity to individual differences in children's development; curriculum considerations (the importance of story reading, oral language use, speaking and writing experiences, understanding the organization of print, and a good assessment program); organization considerations such as planning, grouping, and activity areas; and the importance of encouraging parent involvement. Also included are a list of available bulletins and brochures for parents on reading, and a joint statement by seven professional associations of concerns about present practices in pre-first grade reading instruction, with recommendations for improvements. The viewpoint taken is that reading is broader than any one method, commercial program or narrow skills approach, and that reading instruction goes beyond workbooks and ditto worksheets which do not adequately provide for creative and individual achievement. (Author/SS)

0204 ED 172 150

Hart, M. Murlee

Preventing the Proliferation of Problem Readers.

Pub Date—Nov 78

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Cloze Procedure, Educational Needs, Elementary Education, *Language Acquisition, *Miscue Analysis, Positive Reinforcement, Reading Comprehension, Reading Difficulty, *Reading Instruction, Reading Processes, *Teacher Attitudes, Teacher Behavior, Teaching Methods

The failure of many beginning reading students to become efficient or enthusiastic readers is due to mistaken views of the reading process that cause teachers to stress isolated reading skills and error-free oral reading, rather than focusing on children's ability to read with understanding. Teachers who want to teach differently must take an objective look at reading practices, create settings in which children are willing to take risks, view errors as clues to children's logic, and examine the process of language acquisition for clues that might be applied in reading instruction. Language acquiring children are language receivers long before they are language expressers; they are immersed in the whole of language; and they receive reinforcement for partial success in language production. Similarly, teachers of beginning reading can permit reception to precede expression and can immerse students in the whole of written language through such approaches as the oral cloze procedure and having students follow written material read aloud by the teacher. They can then begin to encourage student help with the reading and to use selective cloze procedures that develop students' predictive abilities. As students begin to read, teachers should respond to miscues by rewarding word approximations, placing first emphasis on what makes sense. Using this approach, teachers can prevent the proliferation of problem readers. (GT)

0205 ED 166 663

Hahn, Joan M.

Comprehension: A Reasonable Goal at the Primary Level?

Pub Date—Nov 78

Note—9p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978); Not available in hard copy due to marginal legibility of original document ; Best copy available

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Beginning Reading, Classroom Environment, *Comprehension, *Intellectual Development, Language Acquisition, Literature Appreciation, Oral Language, Primary Education, Questioning Techniques, *Reading Comprehension, Reading Processes, *Reading Skills, *Skill Development, *Teaching Methods

Strategies for the development of comprehension during the beginning reading stages are discussed in this paper. Among the topics dealt with are relationships between developmental stages of speech production and reading comprehension; ways of creating a reading climate that promotes experiences with literature; specific techniques for using experiences with literature to develop skills in phonics, structural analysis, and vocabulary and to reinforce sight vocabulary; the interdependent roles of phonetic decoding and meaning; and the use of questioning strategies to assess different levels of comprehension. (GT)

0206 ED 159 870

Brigance, Albert H.

BRIGANCE(TM) Diagnostic Inventory of Early Development Including Developmental Record Book.

Curriculum Associates, Inc., Woburn, Mass.

Pub Date—78

Note—674p.

Available from—Curriculum Associates, Inc., 8 Henshaw Street, Woburn, Massachusetts 01801 ($49.95)

Pub Type— Guides - General (050)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Early Childhood Education, *Educational Diagnosis, Elementary Secondary Education, *Handicapped Children, Handwriting, Infants, Language Acquisition, Language Skills, Learning Activities, Mathematics, Motor Development, Readiness, *Reading Readiness, Self Care Skills, Speech Skills, *Teaching Methods

Designed for use with infants and children below the developmental level of seven years, the guide contains diagnostic and instructional information on skills in the following 11 areas (sample skills in parentheses): pre-ambulatory motor skills and behaviors, gross motor skills and behaviors (hopping, kicking, rhythm), fine motor skills and behaviors (pre-handwriting, drawing with scissors), self

help skills (dressing, bathing, household chores), pre-speech (gestures, vocalization), speech and language skills (social speech, picture vocabulary), general knowledge and comprehension (time concepts, weather), readiness (visual discrimination, experience with books), basic reading skills (auditory discrimination, color words), manuscript writing (printing upper and lower case letters), and math (number concepts, time). Each section includes a general statement of the skill; developmental age notation; information on assessment methods, materials, and time limits; directions; instructional objectives; references; and related notes. Also included is a developmental record book for assessing child development in each of the 11 areas. (CL)

0207 ED 155 604

Brown, Margaret E.

Beginning Reading: Using a Traditional Basal Reader.

Pub Date—Oct 77

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association Transmountain Regional Conference (3rd, Vancouver, British Columbia, Canada, October 20-22, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basal Reading, *Basic Reading, Basic Vocabulary, *Beginning Reading, *Class Activities, Primary Education, *Reading Instruction, Reading Materials, *Reading Material Selection, *Reading Readiness, Teaching Methods

Beginning reading instruction is a challenge that teachers can meet successfully by using imagination, working hard, displaying enthusiasm, and expressing genuine concern for the young children that they teach. This paper offers guidelines for beginning reading teachers who base their programs on traditional basal readers. The guidelines are summarized as follows: (1) Choose the preprimer with thought for its content and your students. (2) Spend time on prereading activities as you become acquainted with the class. (3) Make your classroom reflect the enjoyment of reading. (4) Teach the vocabulary of the first preprimer before letting children use the book, and use this period to "sort out" the pupils according to reading readiness and ability. (5) Introduce the first preprimer to only those children that have mastered the vocabulary. (6) Finally, make reading a "natural" part of the whole school day, integrating it with other course activities, especially writing. Some specific class reading activities (for groups, pairs, and individuals) are discussed. (RL)

0208 ED 149 306

Reading Readiness and Beginning Reading.

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—May 77

Note—142p.; A number of pages may not reproduce well due to light type and small print

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Beginning Reading, *Directed Reading Activity, Educational Objectives, Language Arts, Reading Materials, *Reading Programs, *Reading Readiness, Reading Readiness Tests, *Sequential Approach, Staff Development, *Teacher Workshops, *Teaching Methods

Identifiers—Right to Read

This packet is designed for use by persons conducting staff-development workshops on reading readiness and beginning reading. Organized according to an "interrelatedness concept of readiness," the materials cover six interdependent factors: physical, perceptual, cognitive, linguistic, psychological, and experimental/environmental. The packet contains sequential activities based on 13 major objectives; each objective is accompanied by suggested strategies and required materials, as well as by additional resources and references. Master copies, suitable for making overhead transparencies, and sample reading-readiness tests are included. (MAI)

0209 ED 144 024

Schickedanz, Judith, Ed. And Others

Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers.

Boston Univ., Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Grant—G007-605-403

Note—26p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Preschool Education, *Reading Instruction, *Study Guides, *Teaching Methods

This curriculum and discussion guide explains how teachers can include written words in the ongoing activities of a preschool classroom. Practical suggestions are given, and actual classroom incidents are used to illustrate how they can be implemented. (Author)

0210 ED 117 643

Ingham, Anna Gertrude

The Blended Sound-Sight Method of Learning. Second Edition Revised.

Pub Date—69

Note—265p.; Published by Modern Press, Saskatoon, Saskatchewan

Pub Type— Guides - General (050)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Basic Reading, *Beginning Reading, *Decoding (Reading), Elementary Education, Grade 1, Individualized Reading, *Phonics, *Sight Method, Spelling, Study Skills, Teaching Guides, *Teaching Methods

The beginning reading method explained in this book combines a phonics approach with a sight word/basal reader approach, a method which the author used during her many years in the classroom. The author has found that children can become independent readers in two to four months and may read from 10 to 200 books independently in the first year. Spelling and writing are also stressed in this method. Chapter topics are: the purpose and advantage of the blended sound-sight method, the advanced phonics course taught in grade 1, basic steps and procedures in the blended sound-sight method, the activity set-up, the pre-primer stage, teaching advanced phonics, the individualized library, the teaching of spelling, tying phonics into other subjects, written communication, grouping, what parents should know about reading, individualization, interaction learning climates, and basic procedures when using an individualized approach. Also included are practical helps for teachers such as examples of seatwork, references, and charts. (MKM)

0211 ED 114 797

Berg, Karen And Others

Reading Resource Manual for Primary Grade Levels.

Stoneham Public Schools, Mass.

Pub Date—75

Note—148p.; See related document CS 002 250; Pages 70 and 71 will not reproduce

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Educational Media, Instructional Materials, Logical Thinking, Primary Education, Problem Solving, *Reading Comprehension, Reading Instruction, *Reading Skills, *Resource Materials, *Study Skills, Vocabulary Development, Vocabulary Skills

This guide describes where specific skills are emphasized in the three reading texts (published by Economy, Ginn, and Holt) used in the primary grades in the Stoneham (Massachusetts) Public School System. The four major sections of the book are color-coded and include phonetic and structural analysis, vocabulary development, study skills, and comprehension and thinking skills. Literary plots, settings, and grammar lessons have not been included in this book. The specific skills listed include knowing 21 consonants, 7 consonant combinations, 23 consonant blends, the 5 vowels, vowel homonyms, and acronyms; understanding oral directions and idea illustrating; sequencing events and ideas; problem solving; categorizing; answering questions; understanding the main idea; recognizing imagery and analogies; alphabetizing; interpreting cartoons, maps, charts and graphs; and using the dictionary and thesaurus. (TS)

0212 ED 112 907

Fehrle, Carl C.

Back to the Basics Through Teacher-Made Tapes for Primary Children.

Missouri Univ., Columbia. Program of Continuing Professional Education.

Report No.—UED-33

Pub Date—Jul 75

Note—21p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiotape Recordings, Audiovisual Aids, Audiovisual Instruction, Behavioral Objectives, *Guidelines, Instructional Materials, Material Development, *Primary Education, Reading Instruction, Tape Recordings, *Teacher Developed Materials

A simple step-by-step procedure for making individual tapes for primary-school children is outlined. Sample scripts of "Teaching the Letter 'A'", "The Five Little Pigs," "Ears To Hear" and "A Tongue To Taste" are included. Behavioral objectives and materials needed for each tape also are given. Pitfalls in tape construction and methods for making better use of tapes are highlighted. (SK)

0213 ED 112 378

Prereading; Teaching Reading Skills. Volume III.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-246

Pub Date—74

Note—120p.; Pages 86 and 87 will have marginal reproducibility due to small type; See related documents CS002161 and CS002162

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Beginning Reading, Early Childhood Education, Evaluation, *Language Skills, *Prereading Experience, *Reading Development, *Reading Instruction, Reading Skills, Teaching Methods

This volume describes and discusses the areas in which children must develop in order to learn to read, emphasizing the recognition of the different rates of development for various children. Contained in this material are suggestions regarding the role of the classroom teacher in assessing the needs of the young child and in planning and organizing for teaching. Lists of resources and materials are offered as references to be used by educators in updating and formulating a prereading program. Group and individual checklists are included to add to the teachers' tools for assessment. The information is also designed to facilitate the process of evaluating and reporting student progress. (LL)

0214 ED 109 214

Reynolds, Irene Williams, Virginia

DPI Criterion-Referenced Pre-Reading Screening Test: Manual.

Pub Date—74

Note—34p.; For related document, see TM 004 692

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Auditory Perception, Basic Vocabulary, *Criterion Referenced Tests, Educational Diagnosis, *Guides, Perceptual Motor Coordination, *Primary Education, *Reading Readiness Tests, Reading Skills, Screening Tests, *Visual Measures, Visual Perception

The DPI Criterion-Referenced Pre-Reading Screening Test is to be used as one means of identifying some strengths and weaknesses in certain areas of pre-reading skills. It is intended to be used as a screening instrument for beginning first graders. The areas of pre-reading skills to be screened are (1) auditory perception, (2) letter knowledge, (3) perceptual motor, (4) sentence meaning, (5) visual perception, (6) word meaning, and (7) word recognition. The test is to be given under the direction of a fully certified teacher who has studied the test and understands the directions. For valid results, the test should be administered in groups of 5 or less. (Author/BJG)

0215 ED 108 759

Barker, Elaine Mann, Marlis

Language Development: Reading Readiness. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 7.

Virginia Univ., Charlottesville. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—74

Grant—OEG-0-7104153(603)-71-74
Note—45p.; For other documents on this program, see PS 007 960-974; Best copy available
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Beginning Reading, Behavioral Objectives, Child Development, *Competency Based Teacher Education, *Early Childhood Education, Reading Development, Reading Games, *Reading Readiness, Reading Readiness Tests, Special Education, Story Reading, *Teacher Education Curriculum, *Teaching Methods

This module is designed to prepare the teacher to facilitate reading readiness in children under six years of age. Section 1 provides basic information on reading readiness: (1) an ontogeny for reading from 18-72 months of age; (2) a list of learner outcomes for reading readiness and outcomes related to other areas of perceptual motor, language, social and cognitive development; (3) a description of tests for measuring reading readiness; and (4) basic strategies and equipment for encouraging readiness. Section 2 contains exemplar lesson plans and suggested activities for each of the reading readiness outcomes. Section 3 provides a list of the cognitive and skill competencies needed to facilitate the development of reading readiness and descriptions of the various approaches to the teaching of reading. (ED)

0216 ED 105 417
Langstaff, Nancy
Teaching in an Open Classroom: Informal Checks, Diagnoses, and Learning Strategies for Beginning Reading and Math.
National Association of Independent Schools, Boston, Mass.
Pub Date—Feb 75
Note—76p.
Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($3.00)
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Beginning Reading, *Educational Diagnosis, Elementary Education, *Mathematics, *Open Education, Reading, *Reading Instruction, *Teaching Methods

This book, intended for use by inservice teachers, preservice teachers, and parents interested in open classrooms, contains three chapters. "Beginning Reading in an Open Classroom" discusses language development, sight vocabulary, visual discrimination, auditory discrimination, directional concepts, small muscle control, and measurement of abilities. "Beginning Math in an Open Classroom" describes stages of math development, activities for developing math skills, and evaluation of pupils' mathematical skills. "Five Children: Case Studies" presents the case studies of five children to illustrate how diagnosis and learning strategies were initiated. A conclusion discusses the lack of patterns in the development of a child's learning. Three appendixes describe evaluation procedures for math and reading, and the selection and use of classroom materials for math and reading. (WR)

0217 ED 105 257
McCormick, Sandra
Reading, Writing, and Numbering: First Grade.
Arizona State Dept. of Education, Phoenix.
Pub Date—Feb 73
Note—190p.; For related documents, see CE 003 563-571
Pub Type— Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Activity Units, *Basic Skills, Career Awareness, *Career Education, Curriculum Enrichment, *Curriculum Guides, Grade 1, Group Instruction, Instructional Materials, Lesson Plans, Mathematical Applications, Number Concepts, Primary Education, *Reading Instruction, Relevance (Education), Resource Materials, *Skill Development, Teaching Methods, *Unit Plan, Writing Skills

The first grade instructional unit, part of a grade school level career education curriculum series, is designed to assist learners in relating present experiences to past and future ones. Before the main body of the lessons is described field test results are reported and key items are presented: the concepts, the estimated instructional time, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections–an introduction, learners' tasks, and a summary. Some supplenental activities are presented, strategy and resource profiles provided, and assessment procedures outlined. The unit's overall purpose is to help the learner understand the importance of developing those skills that will enable him to become a competent individual. By taking a close look at three basic skills (reading, writing, and numbering) that he uses in school, at home, and at work, the learner becomes aware of the fact that the skills are relevant to everyday life. The 8-hour unit develops skills in the areas of reading, math, writing, and social studies and is applicable to group instruction. Transparency masters, game materials, and sample forms are included. (MW)

0218 ED 101 840
A Guide to Primary Unit Instruction. Revised Experimental Edition, 1973-74.
Detroit Public Schools, Mich.
Pub Date—[74]
Note—71p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Art, *Curriculum Guides, *Early Childhood Education, Health Education, *Instructional Materials, *Kindergarten, Language Arts, Mathematics, Music, *Nongraded Instructional Grouping, Physical Education, *Primary Education, Reading Instruction, Science Curriculum, Social Studies

This curriculum guide presents a 3-year program, for children in kindergarten and early primary grades, designed to facilitate continuous learning in a non-graded setting. The guide describes how learning experiences can be adjusted to the student's developmental needs and abilities in a wide range of curriculum areas: language arts, mathematics, science, social studies, physical education, health instruction, art, and music. Basic materials and teacher guides are suggested for each curriculum area. (CS)

0219 ED 101 366
Curriculum Guide for the Language Arts for Kindergarten, Grades 1, 2, 3.
Chicago Board of Education, Ill.
Pub Date—63
Note—644p.
Available from—Board of Education of the City of Chicago, Chicago, Illinois
Pub Type— Guides - General (050)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—Creative Writing, Curriculum Guides, Descriptive Writing, *Language Arts, *Listening, Listening Skills, Primary Education, *Reading, Reading Skills, *Speech Communication, *Writing (Composition)

Designed for kindergarten through grade three, the material in this volume of the "Curriculum Guide for the Language Arts" is organized by grades with provision for use in a continuous or nongraded organization. An introductory section outlines the general language arts program, noting specifically the characteristics of the primary child, the plan of organization, the primary language arts classroom, and a program of evaluation. Individual programs in listening, speaking, reading, and writing present material organized and arranged in four columns: objectives, procedures and activities for the teacher, practices and evaluation for pupils, and instructional aids. An evaluation checklist concludes each section and an appendix provides excursion and experience charts, sequence charts of fundamental skills, a bibliography, and the basic sight vocabulary (Dolch list). (JM)

0220 ED 098 591
Severance, Hazel
Using Your Daily Newspaper to Teach Kindergarten and First Grade.
Hawaii Newspaper Agency, Inc., Honolulu.
Pub Date—[73]
Note—16p.; Some parts marginally reproducible due to small type
Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art, Grade 1, Kindergarten, *Language Arts, Listening Skills, Mathematics, *Newspapers, Reading Skills, Speech Skills, *Teaching Guides, Writing Skills

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers ideas on how to use the newspaper to teach kindergarten and first grade students reading, writing, speaking, listening, math and science, and art. (SW)

0221 ED 098 507
Talcott, Jan
Sequencing Skills for Reading.
Bellevue Public Schools, Wash.
Pub Date—71
Note—11p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Primary Education, *Reading, *Reading Skills, *Sequential Approach, Sequential Learning, *Teaching Methods

The 11 progressive steps outlined in this document incorporate tactile, auditory, and visual exercises which take approximately two months to complete. These steps range from the simple task of having the children arrange three magazine pictures in sequential order and explain the arrangement, through reading a story segment to the children who then arrange cut-up dittoed events from the story in correct order, to the most complicated task of having the children read part of a story from their reader and then having them number sequentially on a ditto 10 events that happened in the story. Nine sample pages of exercises are included in the document. (JM)

0222 ED 091 656
Questions and Answers About i.t.a.
Initial Teaching Alphabet Foundation, Hempstead, N.Y.
Pub Date—71
Note—8p.
Available from—Initial Teaching Alphabet Foundation, 52 Vanderbilt Ave., New York, N.Y. 10017 (single copy free)
Pub Type— Miscellaneous (999)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alphabets, Beginning Reading, *Initial Teaching Alphabet, Orthographic Symbols, *Phonics, Reading, *Reading Interests, Teaching Methods

The Initial Teaching Alphabet (i.t.a.) was designed by Sir James Pitman as a reading teaching medium from which immediate and efficient transition may be made to the alphabet of regular English. Questions and answers covered in this booklet provide information concerning its history, effectiveness, methods of use, teaching areas, and relationship to traditional orthography. A brief example of the i.t.a. is included. (JM)

0223 ED 090 561
A Language Arts Guide for the Very Young.
Wicomico County Schools, Salisbury, Md.
Pub Date—Aug 71
Note—170p.; Prepared for the Wicomico County Project in Early Childhood Education
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Curriculum Guides, Early Childhood Education, Elementary Education, Language Acquisition, *Language Arts, Language Experience Approach, *Language Skills, *Listening, *Reading, Reading Instruction, *Reading Readiness, Verbal Communication

The activities and skills in this guide are designed to improve the listening skills and spoken language of the preschool and primary grade child. Divided into two sections–reading readiness and the reading process–the guide provides skills, suggested activities, and evaluation criteria and methods for teaching listening, speaking, the thought process, visual discrimination, coordination, directionality, vocabulary, perception, visual skills, comprehension, and communication. The skills are not listed in any order of priority, but the suggested activities are arranged according to levels of difficulty. Appendixes contain a rationale for the identification of children ready to read, a method of identifying such children, and a discussion of how to use the language experience approach to teach reading. (TO)

0224 ED 090 530
Wilmington Reading Curriculum: A Guide to Teaching Reading K-3.
Wilmington Public Schools, Mass.
Pub Date—73
Note—220p.
Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Curriculum Guides, Elementary Education, Reading, *Reading Development, Reading Improvement, *Reading Instruction, *Reading Skills, Secondary Education, Teaching Methods

This curriculum guide was written with the intention of providing continuity to the Wilmington, Massachusetts, reading program–grades kindergarten through twelve. The skills and suggestions presented are adaptable to all reading materials currently available in Wilmington. The skills are meant to be developed in grades kindergarten through third as on-going processes. The guide is divided into the following sections: language development, vocabulary development, motivation, comprehension, word recognition, criteria for selecting activities, fluency, implementing the curriculum, assessment, and comparison of basals. In each section a rationale is presented and suggestions for developing skills in each area are provided. At the end of each section, pages for teacher comments are included. (WR)

0225 ED 089 265
Primary Reading Skills: Activities and Resources, Volume 1.
Rochester City School District, N.Y.
Pub Date—71
Note—225p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Beginning Reading, *Curriculum Guides, Early Childhood Education, Evaluation, *Instructional Materials, Learning Activities, Primary Education, Reading Diagnosis, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Skills, Vocabulary Development

This guide represents an overview of reading skills presented in a developmental sequence with illustrative learning activities for each skill. The activities are suggestive rather than prescriptive, and resources are included. The ideas and materials included in this document are designed so that teachers can modify and adapt them to ongoing reading programs for early childhood education. Both a rationale for a reading program and skills, activities, and resources useful in the reading program are included. The rationale discusses: "Participants," "Philosophy," "Definitions," "Scope and Sequence," "Reading Diagnosis," and "Evaluation." Contents under "Skills, Activities and Resources" include: "Primary Vocabulary Development," "Word Attack Skills," "Auditory Discrimination," "Visual Discrimination," "Phonetic Analysis," "Structural Analysis," "Vocabulary Acquisition," "Instructional Materials," "Selected Teacher References," and "Selected Periodicals." (RB)

0226 ED 089 195
Smith, Nila Banton Strickland, Ruth
Some Approaches to Reading.
Association for Childhood Education International, Washington, D.C.
Pub Date—69
Note—50p.
Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C 20016 ($1.25; Prepay–orders under $5.00 cannot be billed)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Beginning Reading, Initial Teaching Alphabet, Language Experience Approach, Language Skills, Linguistics, Programed Instruction, Reading, Reading Development, *Reading Instruction, *Reading Materials, Reading Skills, *Teaching Methods

This pamphlet discusses some beginning approaches and technological approaches to reading instruction, and the relationship between children's language and reading. The first section looks at several approaches to reading instruction: "The Language Experience Approach," "The Initial Teaching Alphabet," "Linguistic Approaches to Reading," "Programed Instruction with Reading Materials," "Words in Color," "Special Reading Series for Disadvantaged Urban Children," and "Technological Approaches to Reading: The Talking Typewriter and the Computer," Part II discusses "Children's Language and Their Reading." (WR)

0227 ED 083 544
Smith, Lewis B. Morgan, Glen D.
Cassette Tape Recording as a Primary Method in the Development of Early Reading Material.
Pub Date—73
Note—16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Basic Reading, *Beginning Reading, Early Reading, *Individualized Reading, *Language Experience Approach, Learning Modalities, Primary Education, *Reading Instruction, Reading Materials, *Reading Programs, Tape Recordings
Identifiers—*Communication Skills Through Authorship

Communication Skills Through Authorship (CSTA) is an initial and early reading program designed to complement any basal reading plan and based on the premise that a child will learn best to read what is important to him personally. Begun in Idaho schools in 1969-70, the program encourages each student to tape record many impressions, stories, or experiences which he considers meaningful. Typed copies are returned to the child and become his personalized reader. He may choose to share his story with his teacher, his peers, or simply read it to himself. In 1971-72, district-wide implementation of the program began in grades one and two with a similar district serving as a control group. Experimental first graders significantly outscored the control students on the Stanford Achievement Test. No significant differences were found in achievement between second grade groups or in reading attitude and self-esteem for either group at both grade levels. Seventy-eight percent of the participating teachers expressed a strong desire to continue the program, and most indicated a decline in their preference for the basal approach and an increase in their preference for individualized and language experience approaches. A more complete program description and other findings are included in the document. (TO)

0228 ED 080 976
Kaufman, Maurice
Perceptual and Language Readiness Programs: Critical Reviews. Reading Aids Series.
International Reading Association, Newark, Del.
Pub Date—73
Note—61p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 213, $2.00 non-member, $1.75 member)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Beginning Reading, *Instructional Materials, *Language Acquisition, *Learning Readiness, *Perceptual Motor Learning, Program Descriptions, *Reading, Reading Development, Reading Skills, Visual Perception

The purpose of this "Reading Aid" is to help teachers and other school personnel responsible for selecting readiness programs to evaluate those programs they are considering for selection. The programs reviewed here represent a cross-section of the many language and perceptual readiness programs available. The assumption underlying each of these programs is that mastery of the readiness skills identified in the program contributes to later school achievement. The programs discussed range from sets of simple visual-motor and auditory discrimination tasks, to combinations of complex tasks, to tasks involving reception and production of language. The programs are designed to improve oral language or to encourage perceptual-motor development. The programs reviewed include: Peabody Language Development Kit-Level 2, Auditory Discrimination in Depth, Perceptual Training Procedure, Developing Learning Readiness, Pathway School Program, Frostig Program for the Development of Visual Perception, Pictures and Patterns, Fairbanks-Robinson Program-Level 1, and Erie Program. (WR)

0229 ED 079 711
Reading Language Arts Curriculum Guide, Grades 1-2-3, Book Two.
Vermilion Parish School Board, Abbeville, La.
Pub Date—70
Note—128p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Beginning Reading, *Curriculum Guides, *Developmental Reading, *Primary Education, Reading, Reading Improvement, Reading Instruction, Reading Materials, *Reading Programs, *Reading Skills
Identifiers—Elementary Secondary Education Act Title III

This language arts curriculum guide focuses primarily on reading instruction for students in grades one, two, and three. The topics discussed in this guide include an introduction to reading; major steps in developmental reading instruction; suggested time allotments for the Ginn Reading Program; scope and sequence charts; a checklist for evaluating progress in reading; a guide for the use of supplementary material; grouping for effective reading instruction; experience and enrichment charts in a reading program; suggested activities and games; and the use of the overhead projector in reading instruction. A bibliography of professional and instructional books is also included. (WR)

0230 ED 078 963
Blanton, William E.
A Teacher's Guide to Preschool Reading Instruction. PREP-40.
Indiana Univ., Bloomington.; National Inst. of Education (DHEW), Washington, D.C.
Report No.—DHEW-NIE-73-27625; PREP-40
Pub Date—73
Note—81p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01115, PREP 40, $1.25, postpaid, $1.00 GPO Bookstore)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Books, *Preschool Education, Publishing Industry, *Reading Instruction, *Reading Materials, *Reading Readiness, Student Motivation, *Teaching Guides
Identifiers—PREP, *Putting Research into Educational Practice

Since there is an increasing demand that teachers teach reading at the preschool level, this guide is designed to assist preschool teachers. The first section of the guide provides information on the following questions: When should formal reading instruction begin? How does traditional kindergarten experience affect readiness for reading? Do perceptual programs affect reading readiness and reading achievement? Is formal reading readiness instruction more effective than informal reading readiness instruction? How effective is formal reading instruction at the preschool level? Does formal reading instruction at the preschool level result in children experiencing emotional problems or adversely affect their attitudes toward reading? To what extent is there evidence that formal preschool reading instruction is sufficiently effective that its practice should be widespread at the preschool level? How effective is preschool reading instruction through educational television? Should teacher aides and parents be used in preschool reading programs? The next section of the guide discusses informal reading readiness, the language experience method, and formal reading readiness and instruction. Grouping for preschool reading instruction is then described, and ways of motivating children to read are discussed. Instructional materials for use in preschool reading instruction are listed, together with their publishers. A list of over 900 books for preschool children is then provided. Publishers who specialize in reading materials for all grade levels are listed. The guide concludes with references. (DB)

0231 ED 072 469
Jung, Steven M. And Others
Product Development Report: First Year Communication Skills Program. Technical Report No. 1.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No.—AIR-21900-9-71-TR-1
Pub Date—Sep 71
Contract—OEC-0-70-4892
Note—62p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Beginning Reading, *Communication Skills, Conditioning, Educational Resources, *Elementary Education, English, Formative Evaluation, Individualized Instruction, *Instructional Materials, *Kindergarten, Programed Instruction, Reading, Summative Evaluation, Teacher Education

This report, one of a series of twenty-one studies discussing the developmental history of a recent educational product, discusses a beginning reading program for kindergarten that is planned as part of a broader communication skills program for the elementary grades. The first section of the report de-

scribes the product, which consists of student and teacher materials for ten units of classroom instruction. This section also discusses the characteristics of, rationale for, and procedures for using the product. The second section discusses the origins of the product in terms of key personnel, sources and evolution of ideas, and funding. Section three discusses the development of the product in relation to management and organization, the original plan and its modifications, procedures for development, and formative evaluation. The remainder of the report provides a summative evaluation of the product, and discusses its distribution, installation, future, and some of the critical decisions made during its development. Appendixes describe (1) rules for developing instructional products, (2) a trainer's guide, (3) names of consultants who reviewed the program, (4) the product development cycle, (5) product development stages, and (6) a list of the twenty-one educational products and their developers. (Author/DI)

0232 ED 071 448

Case-Gant, Alexa

Visual Literacy: An Exciting Environmental Adventure.

Richmond Public Schools, Va.

Pub Date—[73]

Note—5p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Aids, *Communication Skills, Language Ability, *Language Experience Approach, Nonverbal Communication, *Reading Programs, Verbal Development, Verbal Learning, Visual Aids, Visual Learning, *Visual Literacy

A Title I 5 year Visual Literacy Experimental Program was initiated in four kindergarten classes during the 1972-73 academic year. The program was designed to focus on a hierarchy of visual skills and aesthetic experiences involving body language, graphic expressions, and photography, and to correlate these with the objectives of the classroom teacher. Conventional techniques for distinguishing differences and similarities among tastes and tactile impressions, light and dark, open and closed, shape, hue and size, space perception, and rates of movement were greatly enhanced by photographing these experiences and playing them back to the children. The childrens' verbal complexity index was increased. The incorporation of a tape recorder was complementary to the overall goal of developing vocabulary, articulation, and the appreciation of visual and verbal forms. The program was initiated enthusiastically by the classroom teachers and was relatively easy to carry out. (MC)

0233 ED 068 906

Hall, MaryAnne

An Effective Language Experience Program.

Pub Date—May 72

Note—11p.; Paper presented at the Annual Convention of the International Reading Assn. (17th, Detroit, Michigan, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Decoding (Reading), *Language Experience Approach, Language Skills, Reading, *Reading Development, *Reading Instruction, *Reading Skills, Semantics, Syntax, Teaching Methods

In teaching reading, teachers should understand the three categories of language information which all readers draw upon in the processing of information. These three categories are (1) grapho-phonic, the information from the writing system and from the phonological system of oral language; (2) syntactic information, the information from grammatical structures of the language; and (3) semantic information, information related to meaning and concepts represented by the printed word. An effective language experience program is one based on educational, psychological, and linguistic understandings. In the implementation of the program, teachers seek to help children relate the written language code to the spoken language code at the same time as they help children develop strategies for language recognition of the grapho-phonic, semantic, and syntactical information. Communication is foremost in this child-oriented program with reading instruction built on existing language performance, but the instruction does not stop with and is not limited to that performance, as language facility is constantly extended. (Author)

0234 ED 067 621

Aukerman, Robert C.

Approaches to Beginning Reading.

Pub Date—May 72

Note—14p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Motivation, *Reading Instruction, Reading Materials, *Teaching Methods, Textbooks

The more than one hundred approaches to initial reading instruction can be grouped under ten headings: basal reader, phonemics, phonemic reading, "linguistics," total language arts, language-experience, one-to-one sound symbol, individualized reading, early reading, and perceptual discrimination. Although the basal reader approach is used in more than 90 percent of American elementary schools, selected techniques identified with the other approaches can provide alternative and supplementary day-to-day strategies. These borrowed techniques can do much to increase students' motivation to learn to read: imaginative phonics drill (key pictures, phonics charts, every pupil response, "Soundie" stories, personification), "write and see" workbooks, rebus reading, color clues, word shapes, language experiences, and student-owned books. (RD)

0235 ED 063 050

Stern, Carolyn Keislar, Evan R.

A Cognitive Curriculum for Young Children. Volume III: The Kindergarten Curriculum. Final Report.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-5-0701

Pub Date—71

Contract—OEC-5-85-045

Note—465p.

EDRS Price - MF05/PC19 Plus Postage.

Descriptors—Audiovisual Instruction, Curriculum Design, *Early Childhood Education, Instructional Materials, *Kindergarten, *Language Programs, Program Descriptions, *Programed Instruction, *Reading Instruction, Teaching Methods

Identifiers—*Preschool Language Project

This third, and final, volume of the final report of the Preschool Language Project contains the audiovisual programs of the Kindergarten Curriculum developed during the course of the five-year study. The programs are presented first in chronological sequence, and then by subject categories. The subject categories are: Reading, Language Modeling, Matrix, Numerals, Science, Math-Science, and Logic. The materials and instructional objectives are specified for each program, as are the general procedure, vocabulary, visual, auditory (teacher commentary), and confirmation. (For related documents, see PS 005 701 and 702.) (DB)

0236 ED 051 964

Early, Margaret

Components of a Language Arts Program in the Primary Grades.

Pub Date—Apr 71

Note—18p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Curriculum, *Language Arts, *Nongraded Instructional Grouping, *Primary Education, *Program Improvement, Reading Instruction, Teaching Methods

Children enter primary grades at the height of their language learning momentum, and this momentum should be preserved throughout the primary grades. In the last decade there has been a move toward the knocking down of physical walls within the school (nongrading, team teaching, and individualized instruction), but first the psychological walls within the curriculum should be knocked down. This curriculum change may be accomplished by (1) extending elements of the informal kindergarten to the years beyond so that a proper balance is struck between learning on one's own and learning in groups; (2) integrating language arts programs to include writing, reading, content reading, and oral skills; (3) teaching grammar incidentally in connection with the others; (4) using a basal program selectively and applying new technology; and (5) using books written by the children. Encouraging children to select what is to be published or discarded will help to develop criteria of excellence and improve their insight and taste as well as writing. Thus the major components of a language arts program are the children, the teacher, and books. (AW)

0237 ED 049 904

Jordan, William C.

Reading and the New Learning Theory.

Pub Date—21 Apr 71

Note—8p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Cognitive Processes, Educational Media, *Learning Processes, Learning Theories, Reading Instruction, *Reading Processes, Retention (Psychology), *Tape Recorders, Teaching Machines

Very little has been reported in the literature as to how a child actually learns, but what is known can be put to more effective use in teaching the child to read. The brain has at least five input systems: sight, hearing, touch, taste, and smell. The first of these senses is employed more than the others in reading; however, it is believed that the more input centers used to learn and consequently to story in the memory, the more efficient will be the retrieval of learning for future use. Three other important factors in learning and consequent retrieval are repetition, speed, and quantity of input. A method which makes use of two senses and can supply repetition, speed, and quantity without further burdening the teacher is the use of the tape recorder. By careful manipulation and measurement of the process, the child can rapidly increase his vocabulary without pressure and with pleasure as he listens to and reads from good trade books. This is, of course, to be considered a supplemental teaching device. The teacher must still teach many of the basic skills, such as comprehension and word attack. (DH)

0238 ED 048 142

Reading Skills Reference Guide. Addendum #1.

Brevard County Board of Public Instruction, Titusville, Fla.

Pub Date—70

Note—104p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Guides, *Elementary School Curriculum, *Grade 1, *Reading Improvement, *Reading Programs

GRADES OR AGES: Grade 1. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide, an addendum to the main Reading Skills Reference Guide, has preliminary sections explaining the recommended use of worksheets and workbooks, methods of grouping, and testing information. Additional materials for skill development and aids for checking specific skills are presented in the form of charts. The guide is offset printed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The program is designed to help the first-grade child who is reading below grade level. The material in this guide is intended to be used selectively by the classroom teacher in conjunction with the Teacher's Manual and Reading Skills Reference Guide. INSTRUCTIONAL MATERIALS: Limited information on materials is provided. STUDENT ASSESSMENT: Information is given on administering and interpreting mastery tests. (MBM)

0239 ED 047 896

i.t.a. Correspondence Course.

Initial Teaching Alphabet Foundation, London (England).

Pub Date—66

Note—121p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Alphabets, *Beginning Reading, *Correspondence Study, *Initial Teaching Alphabet, Parent Participation, *Reading Instruction, *Reading Materials, Reading Processes, Remedial Reading, Spelling, Teaching Methods, Writing (Composition)

A series of lessons designed to explain what the Initial Teaching Alphabet (i.t.a.) is and to prepare prospective teachers of i.t.a. materials and methods as thoroughly as possible is presented. The eight lessons of the course, for each of which a separate booklet is provided, include the following: (1) The difficulties of traditional orthography and the development of i.t.a., (2) Study of i.t.a. characters, (3)

Study of i.t.a. characters continued, (4) How to spell in i.t.a., (5) Teaching reading with i.t.a., (6) Children's writing and spelling, (7) Setting up i.t.a. in a school, and (8) Remedial reading and i.t.a. Each lesson consists of a series of notes which covers a specific aspect of i.t.a. followed by a short test. The author recommends that the best results will be obtained from the course if teachers work through it in a fairly short time while all the problems discussed are kept fresh in the mind. In addition to the lessons is a separate booklet containing an i.t.a. booklist and various teaching materials for use with i.t.a. (Author/DH)

0240 ED 046 622

Dearmin, Jennie

An Experimental Program for Disadvantaged Kindergarten Children.

Pub Date—May 70

Note—10p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compensatory Education, *Economically Disadvantaged, Federal Aid, Instructional Materials, *Kindergarten Children, *Reading Programs, *Reading Readiness, Reading Skills

This Title I pilot program had two broad purposes: (1) to create a growing desire to read and (2) to introduce the skills that are necessary for success and satisfaction in reading. Since the children involved had limited experiential backgrounds, part of the program was geared to providing experiences through the type of classroom setting, the wider school and community environment, and informal reading contacts. Built on the premise that the reading skills on the prereading level are the same as at the highest stage of reading development, the prereading program incorporated the following skills: (1) listening for comprehension of content, (2) auditory discrimination, (3) visual discrimination and development, (4) oral language skills, (5) motor-perceptual development, and (6) sound-symbol correspondence. Emphasis was placed on presenting the reading readiness activities in sequential steps. (DH)

0241 ED 045 321

Proceedings of Fall Forum in Reading (1st Annual, November 19, 1969).

Texas Woman's Univ., Denton.

Pub Date—Nov 66

Note—29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Dialects, Grammar, Initial Teaching Alphabet, *Language, *Linguistics, *Reading, Reading Instruction, Teaching Methods

Linguistics as it relates to teaching children is discussed under the headings (1) Linguistics and Language and (2) Reading and Linguistics. In the first part, many interesting facts about our language are pointed out, along with the manner and usefulness of presenting them to children. While linguists may seem to be communicating mainly among themselves in their terminology, much of what they are saying about language development, its function and use, and principles governing it can help to clarify and expand the child's concepts and use of language. In the second part, Reading and Linguistics, reading is defined in terms of what happens as you read–that is, you recognize the symbols, put meaning into them, and react on the basis of past experience. References are made to studies which indicate the close relationship of the language a child uses, his skill with it, and the ease with which he learns to read. In the light of these and other studies, different methods of teaching reading are discussed. Educators are urged to familiarize themselves with evolving ideas about language and to pick and choose materials and methods adapted to applying these ideas. (DH)

0242 ED 043 471

Sciara, Frank J.

The Language of the Disadvantaged: Etiology, Characteristics, and Suggested Intervention Techniques.

Pub Date—May 70

Note—13p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, *Disadvantaged Youth, *Nonstandard Dialects, Oral English, *Reading Instruction, *Standard Spoken Usage, Teaching Methods, *Teni

Variations between standard and nonstandard dialects are described as they relate to teaching reading. Children, when they enter school, have developed patterns of oral language which affect their abilities to learn to read in proportion to the degree to which their language patterns vary from standard English. Studies have shown that while disadvantaged children have more poorly developed language skills than their middle-class counterparts, they can be given instruction which will raise these skills. Speech should be encouraged without correction of dialectal differences as mistakes by providing stimulating experiences such as field trips, book sharing, films, pictures, etc. Teaching methods such as those used in English as a second language programs may be used profitably in direct language skills instruction. (MS)

0243 ED 042 573

Eitmann, Twila

Readiness: Some Travel Faster than Others. A Unit on Reading Readiness.

Project Impact, Council Bluffs, Iowa.

Pub Date—Jun 69

Note—51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Auditory Perception, *Beginning Reading, *Grade 1, Reading Materials, *Reading Readiness, *Sensory Training, *Unit Plan, Visual Perception

An extended readiness unit plan for beginning first graders who demonstrated a limited degree of readiness in kindergarten is provided. The unit theme is the five senses, and the following sequence of presentation is used: sight, hearing, smell, touch, and taste. Visual-perception activities receive the most emphasis. Included in procedures for teaching each section are descriptions of individual, small-group, and large-group activities; patterns for some materials used; and poems, film, and art activities. Recommended time limits are also included for each unit. Suggested teacher references and supplementary films are listed, and an extensive booklist for first-grade independent reading, published by Elementary English, is appended. (CM)

0244 ED 040 831

Van Allen, Roach

Updating the Language Experience Approach.

Pub Date—7 May 70

Note—5p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Individualized Instruction, Instructional Innovation, *Instructional Materials, Language Acquisition, *Language Experience Approach, Language Handicaps, Language Patterns, Language Skills, Reading Materials, Reading Programs

Three recent developments discussed were representative of some of the modern trends in the language-experience approach. The first stressed the increased use of multisensory materials which have expanded the chances for success of many language-limited children. The second trend focused on the extended use of learning centers to provide them with a place for personalized learning. The third trend emphasized new teaching materials for a language-experience approach focusing on the development of language of high content. References are included. (CL)

0245 ED 028 030

Colvin, Cynthia M.

Psychological Principles in Materials Selection.

Pub Date—25 Apr 68

Note—10p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Content Area Reading, Individual Differences, *Instructional Materials, *Language Experience Approach, Language Styles, *Readability, Reading Ability, Reading Development, Reading Programs, Sequential Approach

Those psychological principles which might aid the teacher in the selection of instructional materials are examined. Since learning is a process which builds sequentially on past learning, beginning reading materials should include words that have personal relevance for the individual child. Meaningful material is learned more quickly than nonsense syllables. Materials related to the child's experiences are more easily comprehended by him. The development of attitudes and interests cannot be measured by reading tests, but do contribute to reading growth. According to Blom, Waite, and Zinet (1968), the content of preprimers, primers, and first-grade readers is remote from the child's life. While he is keenly interested in the world around him, his reading stresses family attachment, younger siblings, and ambiguity in sex roles. Anthromorphic and animistic thinking which the child is exposed to are thought to be barriers to his intellectual development. Natural sentences of normal length often are understood more easily than short, artificial ones which are remote from the true language experience and normal speech patterns the child is familiar with. References are included. (WL)

0246 ED 026 131

Blank, Marion

A Methodology for Fostering Abstract Thinking in Deprived Children.

Albert Einstein College of Medicine, Bronx, N.Y. Dept. of Psychiatry.

Pub Date—Mar 68

Note—21p.; Paper presented at the conference on the "Problems in the Teaching of Young Children," Toronto, Ontario, Canada, March, 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, Cognitive Development, Deduction, *Disadvantaged, Induction, Language Acquisition, Language Skills, Perceptual Development, *Preschool Children, Problem Solving, Program Descriptions, Questioning Techniques, *Teaching Methods, *Tutorial Programs

Research has indicated that one significant deficiency in the intellectual capabilities of disadvantaged children is a disability in abstract thinking. Although all very young children lack this ability, the environment of the middle class child provides an opportunity so that as this child matures, the ability to think in abstract terms naturally develops. The environment of the disadvantaged child does not provide adequate opportunities for the development of this ability. In response to this need of disadvantaged children, a tutorial program was created with the goal of fostering abstract thinking. The program occupies only some 15 to 20 minutes of a nursery school day; but, as it is tutorial, it is effective because of the one-to-one teacher-pupil ratio. The teaching techniques to be used in this program include (1) techniques for the development of cognitively directed perception, (2) techniques to facilitate the child's use and understanding of language, and (3) techniques to focus the child on developing problem solving skills. The several specific techniques within each of the above three broad topical areas are also delineated in the text of the paper. (WD)

0247 ED 022 627

Austin, Mary C.

What Lies Ahead in Primary Reading?

Pub Date—Apr 68

Note—22p.; Paper presented at College Reading Association Conference, Knoxville, Tenn., April 1968.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Computer Assisted Instruction, Educational Television, Instructional Innovation, Programed Instruction, Reading Consultants, *Reading Programs, Reading Tests, *Teacher Education, *Teacher Effectiveness, Teacher Selection

A brief review of the research leads to the conclusion that children learn to read equally well with very different teaching methods and that the truly important factor in creating good or poor reading achievement is the quality of the teacher. Recommendations for preservice, inservice, and graduate training of teachers are given. The great influx of new instructional materials and gadgets can help to revitalize the curriculum and bring about exciting changes in pupil interest and attitudes. However, procedures must be implemented for studying and evaluating these innovations according to predetermined professional standards. New instructional materials, educational television, and computer assisted instruction will allow more attention to be given to individual differences among children. References are given. (RJ)

0248 ED 019 180
PURDY, ROBERT J. AND OTHERS
READING DEVELOPMENTAL SKILLS.
Los Angeles City Schools, Calif.
Pub Date—68
Note—29P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Auditory Discrimination, Developmental Tasks, Language Skills, Learning Activities, Perceptual Motor Coordination, *Reading Readiness, *Reading Skills, *Skill Development, Visual Discrimination, Visual Perception
Identifiers—ELEMENTARY SECONDARY EDUCATION ACT
DEVELOPMENTAL SKILLS IMPORTANT TO READING READINESS ARE PRESENTED WITH SUGGESTIONS TO HELP TEACHERS OFFER EXPERIENCES FOR EACH CHILD ON THE BASIS OF HIS LEVEL OF SUCCESSFUL PERFORMANCE. SUGGESTIONS FOR TEACHER OBSERVATION AND EVALUATION OF THE CHILD'S LEVEL OF VISUAL, MOTOR, SPEECH, AND LANGUAGE SKILLS AND PLANS AND SUGGESTIONS FOR DEVELOPMENTAL EXPERIENCES AND ACTIVITIES FOR STRENGTHENING THESE SKILLS NECESSARY FOR SUCCESSFUL READING ACCOMPLISHMENT ARE PROVIDED. A LIST OF RESOURCE ADVISERS IN THE SOUTHWEST AREA IS INCLUDED. A BIBLIOGRAPHY IS GIVEN. (MC)

0249 ED 013 724
HOYT, HOMER
FOUR PATHS TO READING.
San Luis Obispo County Superintendent of Schools, Calif.
Pub Date—66
Note—91P.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Beginning Reading, Programed Instruction, *Reading Instruction, *Reading Programs, *Teaching Guides, *Teaching Methods
FOUR DIFFERENT APPROACHES TO BEGINNING READING–THE BASIC READING PROGRAM, SELF-SELECTION IN READING, LANGUAGE EXPERIENCE APPROACH, AND PROGRAMED INSTRUCTION ARE EXPLAINED. THE FOLLOWING QUESTIONS ABOUT EACH METHOD ARE ANSWERED–WHAT IS MEANT BY THIS METHOD. WHY IS THIS METHOD CONSIDERED A SOUND APPROACH. HOW DOES THE TEACHER BEGIN. HOW DOES THE TEACHER ORGANIZE HER CLASSROOM. WHAT ARE THE VALUES IN THIS METHOD. BASIC PRINCIPLES OF ANALYSIS AND DIAGNOSIS ARE DISCUSSED. A READING SKILLS CHART, A CHART SHOWING SOURCES OF PRESSURE ON CHILDREN EXPERIENCING READING DIFFICULTY, THE INFORMAL READING INVENTORY USED AT THE UNIVERSITY OF MIAMI READING CLINIC, A READING PROGRESS PROFILE, A CHART SHOWING SOME FACTORS INFLUENCING THE ACQUISITION OF READING ABILITY, AN ANALYSIS CHECK SHEET FOR RECORDING PUPIL ERRORS, INFORMATION ABOUT KIT MATERIALS, AND A BIBLIOGRAPHY ARE INCLUDED. (RH)

0250 ED 013 193
CAMPBELL, BONNIE QUINN, GOLDIE
READINESS AND PHONETIC ANALYSIS OF WORDS IN GRADES K-2.
Bellevue Public Schools, Nebr.
Pub Date—JUN65
Note—27P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Phonetic Analysis, *Primary Education, *Reading Instruction, Reading Readiness, Reading Skills, *Teaching Guides
Identifiers—Bellevue Public Schools NE, NEBRASKA
THE METHOD USED AT THE BELLEVUE, NEBRASKA, PUBLIC SCHOOLS TO TEACH READING READINESS AND THE PHONETIC ANALYSIS OF WORDS IN KINDERGARTEN THROUGH GRADE TWO IS DESCRIBED. SUGGESTIONS FOR TEACHING THE READINESS SKILLS OF AUDITORY AND VISUAL PERCEPTION, VOCABULARY SKILLS OF WORD RECOGNITION AND WORD MEANING, AND THE PHONETIC ANALYSIS OF WORDS IN GRADES ONE AND TWO ARE GIVEN. THE SECTION ON PHONETIC ANALYSIS PROVIDES INFORMATION ABOUT CONSONANTS, CONSONANT BLENDS, DIGRAPHS, THREE-LETTER BLENDS, VOWELS, VOWEL VARIANTS, THE DOLCH READING LIST, RHYMING WORDS, LITTLE WORDS IN BIG WORDS, COMPOUND WORDS, MULTIPLE MEANINGS OF WORDS, SYNONYMS, ANTONYMS, HOMONYMS, ROOT WORDS, POSSESSIVES, AND CONTRACTIONS. A CHECKLIST FOR COMPREHENSION SKILLS AND ORAL READING IS INCLUDED. (RH)

0251 ED 012 720
COHEN, S. ALAN
SOME CONCLUSIONS ABOUT TEACHING READING TO SOCIALLY DISADVANTAGED CHILDREN AND YOUTH.
Pub Date—APR66
Note—8P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, *Disadvantaged Youth, Individual Instruction, Phonics, Reading Development, *Reading Difficulties, Reading Difficulty, *Reading Instruction, *Remedial Reading, Teaching Methods
BASED ON "COLD DATA," SOME CONCLUSIONS ABOUT THE PROBLEMS OF TEACHING READING TO SOCIALLY DISADVANTAGED CHILDREN ARE LISTED AND BRIEFLY DISCUSSED. AMONG THEM ARE THE FOLLOWING–(1) MOST OF THESE CHILDREN ARE RETARDED READERS, BUT THEY LEARN TO READ IN SPITE OF, AND PRIOR TO THE SOLUTION OF, THEIR PSYCHOSOCIAL PROBLEMS, (2) WORD ATTACK SKILLS INCLUDING PHONICS SHOULD BE PART OF THE INSTRUCTION IN REMEDIAL READING PROGRAMS FOR THESE CHILDREN, (3) BECAUSE THEY TEND TO BE VISUAL RATHER THAN AUDITORY READERS, THEY SHOULD BE GIVEN LINGUISTIC-PHONIC INSTRUCTION AS EARLY AS BEGINNING READING PROGRAMS, (4) BECAUSE THESE CHILDREN HAVE DIFFERENT LEARNING STYLES, THE CONTENT, LEVEL, AND RATE OF THEIR LEARNING SHOULD BE ADJUSTED TO MEET THEIR INDIVIDUAL NEEDS, AND (5) TEACHERS DO NOT KNOW ABOUT NEW AND APPROPRIATE MATERIALS AND METHODS FOR TEACHING THESE CHILDREN. THIS PAPER WAS PRESENTED AT THE NEW YORK STATE ENGLISH TEACHERS COUNCIL (KIAMESHA LAKE, NEW YORK, APRIL 22, 1966). (JL)

0252 ED 012 224
BROWN, JAMES I.
THE RATIONALE OF A NEW VISUAL LINGUISTIC APPROACH.
Pub Date—MAY67
Note—17P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Beginning Reading, Educational Technology, Individual Instruction, *Instructional Materials, *Linguistics, Phoneme Grapheme Correspondence, Programed Instructional Materials, Reading Habits, Reading Instruction, *Reading Materials, *Reading Programs, Reinforcement, Teacher Role
THE CONTENT OF THE VISUAL-LANGUAGE READING SERIES WHICH CAPITALIZES ON THE COPY MACHINE, OVERHEAD PROJECTOR, AND TRANSPARENCIES IS EXAMINED. THE RATIONALE IS BUILT AROUND THE MINIMIZING OF INITIAL DIFFICULTIES IN LEARNING TO READ, CONTROLLING THE EARLY FORMATION OF DESIRED READING AND WORD-ATTACK HABITS, MEETING A WIDE RANGE OF INDIVIDUAL DIFFERENCES, AND HEIGHTENING THE REACHERS EFFECTIVENESS AND POSITION. INITIAL DIFICULTIES ARE MINIMIZED BY 1 TO 1 LETTER SOUND RELATIONSHIPS, EXTENSIVE REINFORCEMENT OF THOSE RELATIONSHIPS, INTRODUCTION OF SIGHT WORDS MOST LIKELY TO BE MET IN SUPPLEMENTARY MATERIAL, AND BUILDING OF A MORE EXTENSIVE SIGHT VOCABULARY THAN IS USUAL. DESIRED READING HABITS ARE CONTROLLED BY PROVIDING FOR A STRONG LEFT TO RIGHT ORIENTATION. INDIVIDUAL DIFFERENCES ARE PROVIDED FOR BY A FUSING OF VISUAL, LINGUISTIC, PROGRAMED, AUDITORY, AND CONTEXTUAL METHODS. THE TEACHER SAVES TIME IN MATERIAL PREPARATION, STUDENTS' ATTENTION IS CONTROLLED, AND EYE CONTACT IS MAINTAINED WITH THE CLASS. THIS PAPER WAS TO BE DELIVERED AT THE INTERNATIONAL READING ASSOCIATION (MAY 4, 1967) (BK)

0253 ED 011 832
TANYZER, HAROLD J.
THE NATURE AND FUNCTIONS OF I.T.A. IN BEGINNING READING.
Pub Date—MAY67
Note—19P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, *Initial Teaching Alphabet, *Instructional Materials, Orthographic Symbols, Reading Instruction, *Reading Programs, Reading Skills, Spelling
THE NATURE, FUNCTIONS, AND TRANSITIONAL STAGE OF THE INITIAL TEACHING ALPHABET (I.T.A.) IN BEGINNING READING IN THE UNITED STATES ARE DISCUSSED. THE MEDIUM, I.T.A., WAS ORIGINALLY CONCEIVED AS A TRANSITIONAL ALPHABET, OF WHICH SPELLING IS AN INTEGRAL PART. THE MEDIUM IS DESIGNED TO RATIONALIZE THE DECODING PROCESS AND AT THE SAME TIME PROVIDE A FOUNDATION FOR EASY TRANSITION TO TRADITIONAL ORTHOGRAPHY (T.O.). METHODS FOR USING I.T.A. IN TEACHING READING ARE THE SAME AS THOSE USED WITH T.O. IN DEVELOPING MATERIALS. OPTIONS ARE TO TRANSLATE EXISTENT T.O., TO PRODUCE NEW MATERIALS, OR TO DEVELOP MATERIALS ATTEMPTING TO UTILIZE THE ADVANTAGES OF THE NEW MEDIUM. THE NEW MATERIALS DEVISED BY TANYZER AND MAZURKIEWICZ CONTAIN DISCRETE FEATURES WHICH DIFFERENTIATE THEM FROM TYPICAL BASAL READERS. INITIAL READING AND WRITING ACTIVITIES, DEVELOPING AND EXTENDING SKILLS, AND TRANSITION IN READING, WRITING, AND SPELLING ARE DISCUSSED. REFERENCES ARE INCLUDED. (BK)

0254 ED 011 585
A PRE-READING UNIT ON THE RATIONALE FOR CODING SPEECH INTO WRITING.
Report No.—BR-5-0537-4
Pub Date—10SEP66
Contract—OEC-6-10-028
Note—31P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Codification, English, Grade 1, Kindergarten, Language Patterns, *Literacy, *Prereading Experience, *Reading Instruction, Speech, Symbolic Language, *Teaching Guides, Units of Study, *Written Language
Identifiers—PROJECT LITERACY
THIS UNIT GUIDE WAS DESIGNED FOR DEMONSTRATING TO THE PREREADER THAT WRITING IS A CODE FOR SPEECH AND THAT LETTERS ARE SYMBOLS FOR SOUNDS MADE IN SPEECH. IT WAS DEVELOPED AS A PREREADING UNIT UNDER "PROJECT LITERACY," A BASIC RESEARCH AND CURRICULUM DEVELOPMENT PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. THE LESSONS OF THE UNIT WERE DEVELOPED IN PROGRESSIVE SEQUENCES FOR ALLOWING THE CHILD TO FORM CONCEPTS OF A VARIETY OF COMMUNICATION MODES. IT WAS ANTICIPATED THAT THE PARTICIPATING CHILD WOULD DEVELOP UNDERSTANDINGS OF (1) THE ARBITRARY NATURE OF WRITTEN LANGUAGE, (2) THE IMPORTANCE OF SENTENCE ORDERING TO MEANING, (3) THE LEFT-RIGHT ORIENTATION USED IN READING THE ENGLISH LANGUAGE, AND (4) THE NECESSITY FOR CORRECTLY POSITIONING LETTERS. THE UNIT WAS DESIGNED FOR USE IN THE SECOND SEMESTER OF KINDERGARTEN OR IN THE FIRST SEMESTER OF GRADE 1. (JH)

0255 ED 011 583
LEVIN, HARRY
PROJECT LITERACY, CODING UNIT 1966. A COGNITIVE APPROACH TO READING READINESS-CODING GAMES.
Report No.—BR-5-0537-2
Pub Date—66
Contract—OEC-6-10-028
Note—45P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Auditory Stimuli, *Beginning Reading, *Codification, Curriculum Development, *Curriculum Guides, Kindergarten, Language Patterns, *Literacy, Pictorial Stimuli, Reading Development, Reading Games, *Reading Instruction, Reading Processes, Reading Programs, Reading Readiness, Symbolic Language
Identifiers—New York (Ithaca), PROJECT LITERACY
A NEW CURRICULUM OF CODING GAMES WAS DEVELOPED FOR BEGINNING READERS. THE CURRICULUM'S CONTENT EMPHASIZED TEACHING THE CHILD TO DECODE LETTERS INTO SOUNDS THAT REPRESENT LANGUAGE. THE PURPOSE WAS TO SHOW THE CHILD THE REASONABLENESS OF THE RELATIONSHIP BETWEEN WRITING AND SPEECH. THE CODING GAMES BEGAN WITH AN EMPHASIS ON LANGUAGE AND THE VARIOUS CODES THAT CAN BE USED TO STAND FOR LANGUAGE. PICTURES AND PICTURE-SYMBOLS WERE USED TO INTRODUCE WRITTEN CODES. THE GAMES WERE COMPLETED WITH AN INTRODUCTION TO THE USE OF ALPHABETIC CODE (TO SUPPLEMENT ABILITY TO COMMUNICATE WITH SIMPLE WRITTEN SYMBOLS). THE CURRICULUM WAS TRIED OUT IN TWO KINDERGARTEN CLASSES. THE RESULTS ACHIEVED BY USE OF THIS CURRICULUM WERE EVALUATED BY INTERVIEWS WITH INDIVIDUAL CHILDREN. ALTHOUGH ONLY ONE CHILD KNEW A LETTER STANDS FOR A SOUND, THE CHILDREN UNDERSTOOD THAT CODES STAND FOR LANGUAGE AND COULD HANDLE CODES EFFECTIVELY. FOLLOWUP RECOMMENDATIONS, AS WELL AS AN OUTLINE OF THE CURRICULUM ITSELF, WERE PRESENTED IN THE REPORT. THE CURRICULUM WAS DEVELOPED AS PART OF "PROJECT LITERACY," A COMPREHENSIVE RESEARCH PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF READING AND WRITING SKILLS. (JH)

0256 ED 002 188
THE USE OF FOLKLORE IN DEVELOPING PHONIC SKILLS AND FAMILIARITY WITH WORD MEANINGS AND CONTEXTS. LANGUAGE ARTS, TEAM A.
Pub Date—65
Note—15P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Curriculum Development, Diagnostic Tests, *Language Acquisition, *Language Arts, Learning Experience, *Phonics, *Primary Education, Story Telling, Structural Analysis, Summer Programs, *Teaching Guides, Writing Skills
Identifiers—CAMBRIDGE, HARVARD BOSTON SUMMER PROGRAM, MASSACHUSETTS
PHONICS INSTRUCTION IS A BASIC SUBJECT IN THE PRIMARY SCHOOL CURRICULUM. THE HARVARD-BOSTON SUMMER PROGRAM BEGINS WITH A DIAGNOSTIC TEST TO DETERMINE JUST WHAT SKILLS SHOULD BE TAUGHT. THE PROGRAM IS BASED ON THE CONCEPT THAT PHONICS IS THE SPOKEN WORD, THUS IT IS SUGGESTED THAT A LITERARY APPROACH BE USED IN WHICH THERE ARE A VARIETY OF WRITING AND ORAL ACTIVITIES. THE BASIC COMMON SOUND FOR SINGLE LETTERS SHOULD BE TAUGHT FIRST, THEN SKILLS SHOULD BE TAUGHT AS NEEDED. CONSONANT LETTERS CAN BE TAUGHT FOR AUDITORY CONTRAST. VOWEL SOUNDS CAN BE TAUGHT IN PAIRS OR GROUPS FOR CONTRAST. BLENDS, COMBINATIONS, PREFIXES AND SUFFIXES, SYLLABIFICATION, AND BASIC SPELLING RULES CAN BE TAUGHT AS THEY BECOME EVIDENT IN FOLKLORE TALES, AND AS THEY ARE EXPRESSED IN SUCH ACTIVITIES AS RECITATION, SINGING, DRAWING, DISCUSSION, AND THE CHILD'S CONSTRUCTIVE USE OF BASIC SOUND-LETTER RELATIONSHIPS.

0257 ED 001 609
KRAVITZ, IDA
A PROGRAM OF BEGINNING SOUNDS FOR THE YOUNG CHILD.
Philadelphia Public Schools, Pa.
Pub Date—NOV64
Note—6P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, Compensatory Education, Educationally Disadvantaged, *Language Arts, Learning Activities, Phonetics, Preschool Learning, *Reading Readiness, *Teaching Guides, *Teaching Methods, Urban Teaching
Identifiers—GREAT CITIES PROGRAM, Pennsylvania (Philadelphia)
THE EXPERIENTIALLY POOR CHILD WHO HAS HEARD LITTLE ADULT CONVERSATION DIRECTED AT AND FOR HIM IS ILL-PREPARED FOR BEGINNING READING. HIS LEARNING ACTIVITIES SHOULD BE PLANNED TO INCLUDE EXPERIENCE, REAL AND/OR VICARIOUS. BEFORE HE IS INVOLVED WITH THE SYMBOLIC REPRESENTATION OF THE SPOKEN OR WRITTEN WORD. THE CHILD SHOULD HAVE DEVELOPED STRONG LISTENING HABITS AND HAVE GAINED THE ABILITY TO HEAR GROSS AND FINE LIKENESSES AND DIFFERENCES. HE SHOULD HAVE ALSO DEVELOPED VISUAL ACUITY TO THE POINT OF SEEING GROSS AND FINE LIKENESSES AND DIFFERENCES. A PROGRAM COMPENSATING THE EXPERIENTIALLY POOR CHILD SHOULD PROVIDE AUDITORY AND VISUAL READINESS, STRESSING BEGINNING SOUNDS AND USING OBJECTS AND PICTURES. BY THE END OF THE PROGRAM (THE END OF THE KINDERGARTEN YEAR), THE CHILD SHOULD BE FAMILIAR WITH THE SOUNDS OF THE INITIAL CONSONANTS AND SHOULD RECOGNIZE THE LETTER NAMES BELONGING TO THEM. AT NO TIME SHOULD ISOLATED INITIAL CONSONANTS BE TAUGHT. THE SOUND SHOULD BE ATTACHED TO A SPOKEN WORD. INSTRUCTIONS SHOULD BEGIN WITH THE EASIEST SOUND FOR A CHILD TO PRODUCE, "M." FROM THERE, INSTRUCTION SHOULD PROCEED TO THE EXPLOSIVE, "P," "B," "T," "D," AND THEN TO OTHER CONSONANTS. TEACHING THE "M" SOUND SHOULD BEGIN WITH HAVING THE CHILDREN WATCH THE TEACHER FORM "M" WITH HER LIPS HOLDING UP AN OBJECT STARTING WITH "M." THE CHILDREN WOULD THEN REPEAT HER PROCEDURE WHILE AT THE SAME TIME HOLDING UP THE OBJECT SHE SHOWED THEM. THE PROCESS SHOULD THEN BE REPEATED USING PICTURES. SPECIFIC SUGGESTIONS FOR INTRODUCING OTHER SOUNDS ARE LISTED.

0258 ED 001 570
THE OPAQUE PROJECTOR AS USED IN A KINDERGARTEN AND FIRST GRADE.
Oakland Unified School District, Calif.
Pub Date—64
Note—7P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Grade 1, *Instructional Improvement, *Instructional Materials, *Kindergarten, Language Ability, *Opaque Projectors, Reading Skills, Visual Discrimination
Identifiers—California (Oakland)
THE USE OF THE OPAQUE PROJECTOR SEEMS TO BE AN EFFECTIVE AID FOR DEVELOPING GOOD VISUAL DISCRIMINATION, LANGUAGE AWARENESS AND READING SKILLS IN IMAGERY FORMATION, SPEED, PHRASING, INTONATION AND EYE MOVEMENT. IT SHOULD BE PART OF A WELL-ROUNDED PROGRAM INCLUDING THE RECOGNIZED TECHNIQUES FOR TEACHING CULTURALLY DISADVANTAGED CHILDREN. READING MATERIAL USED IN THE PROJECTOR IS USUALLY READ BY EITHER THE TEACHER (USING A MARKER FOR CHILDREN TO FOLLOW) OR THE GROUP IN CHORUS. WITH THIS TYPE OF SUPPORT THE CHILDREN ARE NOT AFRAID TO TRY, AND THE VISUAL AND AUDITORY ELEMENTS ARE CONTINUALLY REINFORCING EACH OTHER. MANY USES FOR THE PROJECTOR ARE LISTED FOR KINDERGARTEN, FIRST AND SECOND GRADE. FLASH CARDS CAN BE USED TO DEVELOP SPEED, AND THE USE OF MARKERS OR POINTERS IS BENEFICIAL. YOUNG CHILDREN'S EYES ARE USUALLY FARSIGHTED WHEN THEY ARE MATURING, THEREFORE, THE USE OF THE ENLARGED IMAGE ON A SCREEN WOULD HELP FIRST GRADERS OVERCOME THIS HANDICAP. THE DARKENED ROOM REDUCES DIVERTING STIMULATION. FOR THE CULTURALLY DEPRIVED, THE PROJECTOR CAN ALSO PROVIDE REMEDIATION FOR THEIR LACK OF VISUAL EXPERIENCES. OTHER ADVANTAGES OF THIS TECHNIQUE ARE THAT IT RELIEVES PRESSURE ON SLOWER READERS, IT ALLOWS EXPOSURE TO MANY BOOKS SINCE ONLY ONE OF A KIND IS NEEDED, AND IT IS FLEXIBLE AND CAN BE USED IN OTHER CURRICULUM AREAS. ABOVE ALL, CHILDREN RESPOND TO AND ENJOY THIS TECHNIQUE. IT IS CLEARLY "NOT" A METHOD IN ITSELF, BUT SHOULD BE USED AS A SUPPLEMENT, ITS EFFECTIVENESS WILL STILL DEPEND ON THE TEACHER AND HER PROGRAM. THE RESULTS FROM THE USE OF THE PROJECTOR HAVE BEEN ENCOURAGING. IN ALL INSTANCES THE EXPERIMENTAL GROUP'S PERFORMANCE ON STANDARIZED READING TESTS ADMINISTERED AFTER A YEAR OF ITS USE WAS SIGNIFICANTLY HIGHER THAN THE CONTROL GROUP'S.

COMPREHENSION/ CRITICAL READING ELEMENTARY

0300 ED 169 481
Fitzgerald, Thomas P.
Meaning-Based Testing and Curriculum Implications.
Pub Date—Apr 79
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Elementary Education, *Evaluation Methods, *Language Skills, Minimum Competency Testing, *Reading Comprehension, *Reading Instruction, Reading Skills, *Reading Tests, *Teaching Methods
Identifiers—*Degrees of Reading Power Test
The Degrees of Reading Power Test was developed to address some existing problems in testing comprehension. The test design reflects the need to consider problems of passage dependency, difficulty of questions, tests for continuous text, and sensitivity to gains. It emphasizes a set of response options controlled for familiarity, a text that is informationally adequate to determine the best choice, and that only one answer is correct. It employs a structural cloze format. A language/centered test such as this one encourages students to apply an array of language skills. Some possible instructional techniques that result from the introduction of a meaning-based testing instrument might include a language-centered curriculum using changes in word order; the addition of words, phrases, and clauses; and the use of discourse markers. Vocabulary development should include strategies with synonyms, classifications, connotative and denotative meanings, and multiple meanings. Instruction should be directed to such language cue systems as semantic meanings of words; word affixes influencing meaning and function; phrase and clause structures; identification of antecedents of pronouns, proverbs, and anaphors; and structures in paragraphs and structures modifying sentence, paragraph, and section meanings. (TJ)

0301 ED 165 167
Somers, Albert B. Worthington, Janet Evans
Response Guides for Teaching Children's Books.
National Council of Teachers of English, Urbana, Ill.
Pub Date—79
Note—124p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 40866, $4.00 members, $5.00 non-members)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Behavioral Objectives, *Books, *Childrens Literature, *Creative Reading, *Critical Reading, Educational Resources, Elementary Education, Fiction, *Language Arts, *Literature Appreciation, *Reading Instruction, Reading Materials, Reading Skills, Student Motivation, Teaching Guides, Unit Plan
Intended to provide educators with units that will help them create student enthusiasm for reading, reinforce the teaching of reading skills, and interrelate the language arts with other areas of the curriculum, this book contains guides to 27 works of children's fiction. The guides are arranged in order of increasing difficulty and cover ten picture books, four "transitional" novels, and thirteen longer novels. Each guide opens with a brief plot summary, including a list of themes emphasized in the book. Next, a brief appraisal of the book's appeal to children, its strengths, and other relevant information is presented. The problems children might have in reading the book are discussed in a section of reading considerations, and a list of initiating activities offers suggestions for ways to introduce children to the book. Each guide also contains a list of discussion questions, suggestions for activities in art and media, creative dramatics, and composing, and a list of instructional resources. (FL)

0302 ED 165 118
Pearson, P. David Kamil, Michael L.
Basic Processes and Instructional Practices in Teaching Reading. Reading Education Report No. 7.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 78
Contract—400-76-0116
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beginning Reading, Cognitive Processes, Decision Making, Educational Practices, *Educational Theories, Elementary Education, *Models, Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Material Selection, *Reading Processes, *Reading Skills, Semantics, *Teaching Methods
Identifiers—*Center for the Study of Reading (Illinois)
Informal reading models, although more like metaphors than truly scientific models, may be just as useful in making instructional decisions as formal models are in physical science. Models are a vital part of the instructional process even when teachers are not consciously aware of their presence. Three classes of reading models are bottom-up models, which assume that the translation from print to meaning begins with the print; top-down models, which assume that the translation process begins in the mind of the reader with an hypothesis or guess about meaning; and interactive models, which assume that the two types of processing are interactive. Components that are included in most models of reading are attention and capacity, memory, sensory capabilities, and perception, while common exclusions from models are intelligence, motivation, and instructional setting. Alternative, and sometimes opposing, decisions derive from alternative models in the areas of initial program emphasis, reading subskills, skill sequence, integration of reading activities, amount and type of practice, attention to oral reading errors, selection of reading materials, and diagnosis and remediation of reading difficulties. Teachers should try to articulate and make explicit whatever implicit models seem to guide their teaching behavior. (GW)

0303 ED 163 441
Anderson, Thomas H.
Another Look at the Self-Questioning Study Technique. Reading Education Report No. 6.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 78
Contract—400-76-0116; N00123-77-C-0622
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Autoinstructional Aids, Comprehension, Higher Education, *Independent Study, Intellectual Development, *Questioning Techniques, *Reading Comprehension, *Reading Research, Secondary Education, Student Attitudes, Study Habits, *Study Skills
A review of the research on study techniques indicates that reading and generating questions from the material is an effective technique for ensuring better comprehension. Familiarity with a model of studying that divides studying into prereading, reading, and postreading provides one explanation for this effectiveness. In prereading, students clarify the purposes related to the study session. During reading, they go through a series of instructional episodes that include reading, a response-demand event, student response, feedback, and decisions on what to do next. In postreading, students employ strategies to enrich learning. The self-questioning technique provides guidelines for how to divide the reading material into small units, helps create a nontrivial response-demand event, and encourages students to test themselves on how well they know the material. Positive comments from students indicate that the technique is a guide, distinguishes the relevant from the trivial, and facilitates memory. Negative comments are that it is too time-consuming, the overall picture is sometimes lost, and students learn more than they need to know. Nevertheless, the technique can be a supporting activity used in a number of ways or the questions can be seen as an index to students' reading comprehension. (TJ)

0304 ED 159 625
Salesi, Rosemary A.
Fanciful Literature and Reading Comprehension.
Pub Date—May 78
Note—16p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, Citations (References), Class Activities, *Comprehension, Elementary Education, *Fantasy, Imagination, *Intellectual Development, Literary Styles, *Literature Appreciation, *Reading Comprehension, Reading Difficulty, *Teaching Methods
Some children lack the framework of prior experience necessary for the comprehension and enjoyment of fanciful literature. Fanciful literature, though grounded in reality, deals not only with what is, but also with what could be or might have been. Since readers actively construct meaning by relating what they read to their conceptual systems, certain elements of fanciful novels may cause frustration. First, because the setting is often the author's invention, readers must cope with the author's careful descriptions of it and must often create a mental map of a new country. Readers must also deal with a history of a people that does not exist, organizing many names and events in their minds. Language and style can also cause confusion, since fanciful works may include archaic language, unusual structure, and allegorical plots, and are in many cases the works of British authors. Finally, the need to cope with the ambiguity of fantasy may be burdensome to readers. In anticipation of these difficulties, teachers should read fanciful works aloud and help children to deal with the ambiguities involved, thus developing a prereading framework of experience. (The paper cites specific fanciful novels and includes a list of classroom activities to develop creativity.) (GW)

0305 ED 158 222
Bruce, Bertram
What Makes a Good Story? Reading Education Report No. 5.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Contract—400-76-0116
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Elementary Education, *Literary Criticism, *Reading Comprehension, *Reading Materials, *Story Reading, *Textual Criticism
Identifiers—*Center for the Study of Reading (Illinois), *Story Grammar
Children learning to read are often exposed to "stories" which are really little more than lists of sentences. A good story has at least continuity and conflict which may be analyzed in two ways: story grammar (analysis of setting and plot) and plans and beliefs (analysis of the plans and beliefs of the characters, including the reader's understanding of the events of the story). Using the story "The Fox and the Rooster" to illustrate these two methods of text analysis, we find that story grammar provides a summary of events but ignores the internal structure of the plans and the beliefs of the characters concerning actions which occur. A plans and beliefs analysis includes an analysis of the reader because individuals have different beliefs and expectations (for example, about foxes, roosters, dogs, and stories). Sometimes the writer's understanding and the reader's understanding are different, and "misunderstanding" of the story results. This appears as a reader comprehension problem but may be a problem of point of view about social roles and behavior as discovered through a plans and beliefs analysis. (TJ)

0306 ED 155 613
Experimental Teaching Unit, Fifth Grade: Reading.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—74
Note—76p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cognitive Objectives, *Context Clues, Grade 5, Intermediate Grades, *Mastery Learning, Paragraphs, *Reading Comprehension, *Reading Instruction, *Reading Skills, *Skill Development, Unit Plan, Word Recognition
Identifiers—*Paraphrase
The purpose of this teaching unit is to improve the reading skills of fifth grade students, particularly reading comprehension, by increasing their knowledge about how language works. The three sections of the unit introduce the students to the concepts of context clues and paraphrasing (words, sentences, paragraphs, and stories) and give the students practice in applying these concepts to reading tasks. Each unit contains a brief overview of the skill area, a list of performance objectives, a set of sample instructional materials, and some suggestions about how to use those materials and other related activities in teaching the unit. Teachers record keeping procedures are discussed, and record keeping forms are provided. (RL)

0307 ED 155 612
Experimental Teaching Unit, Second Grade: Reading.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—74
Note—73p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Objectives, Context Clues, Grade 2, Mastery Learning, Primary Education, *Reading Instruction, *Reading Skills, *Sequential Learning, Skill Development, *Structural Analysis, Unit Plan, *Word Recognition, *Word Study Skills
Identifiers—*Following Directions
The materials in this teaching unit are designed to improve the skills of second grade students in following directions, understanding and following a sequence of actions, and recognizing common word structures (compound words, prefixes, and suffixes). Each section of the unit contains a brief overview of the skill area, a list of performance objectives for the students, a set of sample instructional materials, and some suggestions on ways to use those materials and on other activities. Teachers' record keeping procedures are discussed, and record keeping forms are included. (RL)

0308 ED 151 756
Jenkins, Joseph R. Pany, Darlene
Teaching Reading Comprehension in the Middle Grades. Reading Education Report No. 4.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-76-0116
Note—36p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Reading, Educational Objectives, Elementary Education, Language Experience Approach, *Program Evaluation, Psycholinguistics, Reading Achievement, *Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, *Teaching Methods
Identifiers—*Center for the Study of Reading (Illinois), Distar Reading Program
This report describes several prominent reading comprehension programs for use in grades three through eight and discusses some research studies on these programs effectiveness in terms of student achievement. Three basal reading series are compared and descriptions are given of the DISTAR reading and language programs, objective-based reading programs, the language experience approach, and a psycholinguistic view of reading. The report describes each program according to five features of comprehension instruction: the text involved, skill emphasis, instructional procedures, skills taught, and requirements for skill mastery. Clear differences in emphasis appear among the reading programs, as reflected in the number of exercises and questions devoted to various skills. Although the teaching procedures–primarily questioning–are similar, only DISTAR stresses the mastery of comprehension skills and specified error correction procedures. (MAI)

0309 ED 151 722
Adams, Marilyn J. And Others
Beginning Reading: Theory and Practice. Reading Education Report No. 3.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Contract—400-76-0116
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, Decoding (Reading), Primary Education, *Reading Comprehension, *Reading Instruction, *Reading Processes, *Reading Research, Research Needs, Semantics, Structural Analysis, Syntax, Vocabulary Development
Identifiers—*Center for the Study of Reading (Illinois), *Personal Experiences
Successful reading is a complex, interactive process in which the reader's experience and information are as important to comprehension as the content of the printed page. This article describes several reading processes, discusses the problems involved for the beginning reader, and indicates some implications for reading instruction. Five processes involved in reading comprehension are considered: decoding, syntactic structure, the differences between spoken and written language, semantics, and textual organization. Stressing the inherent difficulties in teaching each of these processes to beginning readers, the article urges further research on how primary grade readers relate personal experience to the reading process. (MAI)

0310 ED 146 567
Asher, Steven R.
Sex Differences in Reading Achievement. Reading Education Report No. 2.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 77
Contract—400-76-0116
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, *Literature Reviews, Performance Factors, *Reading Achievement, *Reading Instruction, *Reading Interests, *Reading Materials, Reading Research, *Sex Differences
Identifiers—*Center for the Study of Reading (Illinois)
After reviewing the evidence that boys in American elementary schools are far more likely than girls to have serious reading problems, this report considers two lines of investigation into this discrepancy. The first line of investigation is based on the hypothesis that the predominance of female teachers in elementary schools is responsible for boys' poorer reading performances; the second is based on the hypothesis that the material children read in school is unappealing and that boys would read as well as girls if they were given more interesting material. The author concludes that, despite the plausibility of the hypothesis that boys might benefit from having male teachers, this assumption is not supported by the data. The research on high-interest reading materials, however, suggests that the content of what students read may have an impact on boys' reading performance. (AA)

0311 ED 146 566
Durkin, Dolores
Comprehension Instruction–Where Are You? Reading Education Report No. 1.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 77
Contract—400-76-0116
Note—14p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Phonics, *Reading Comprehension, *Reading Instruction, Reading Research, *Teaching Methods, Vocabulary Development
Identifiers—*Center for the Study of Reading (Illinois)
This report provides an informal discussion of observations conducted in twenty-three classrooms in six schools. Observations focused on instruction in reading comprehension in grades three through six. The report also comments on comprehension instruction, on the teaching of word meanings, phonics instruction, and on the presence of extra teachers or teaching aides in the classroom. (AA)

0312 ED 140 224
Durr, William K.
Teaching Strategies for Developing Comprehension Abilities.
Pub Date—May 77
Note—36p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cloze Procedure, Context Clues, *Decoding (Reading), Discussion (Teaching Technique), Elementary Education, Learning Activities, Listening, *Reading Comprehension, *Reading Instruction, Reading Skills, *Teaching Methods
This study discusses six specific strategies that teachers can use to improve elementary students' reading comprehension. First, teach the students to use context clues as one vital part of the decoding process, in order to improve comprehension. Second, increase students' depth of comprehension by triggering discussion of materials they have read with questions which call for them to make inferences from–and evaluations of–that material. Third, provide planned exercises in listening over a sustained period of time. Fourth, provide cloze exercises and discuss with students who are low achievers the logic behind the choices of words that were made to fill in the blanks. Fifth, have students make mental images as they read. Sixth, provide planned instructional activities which help students understand connectives and how they influence meaning. (MB)

0313 ED 131 451
Broward, Charles And Others
Reading Comprehension Idea Book.
Pub Date—76
Note—78p.; Presentation given at the Southeastern Regional Conference of the International Reading Assn. (4th, Jacksonville, Florida, February 18-21, 1976); Some pages may not reproduce well due to poor type
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, Elementary Education, *Learning Activities, *Reading Comprehension, Reading Skills, *Teaching Methods
The 32 ideas for activities described in this document have been collected to help the reading teacher to teach reading comprehension skills. Activities, listed according to their purpose, concentrate on specific skill areas which give children difficulty, such as following directions, finding the main idea, recognizing sequence, understanding inferences, and relating cause and effect. A bibliography is included. (JM)

0314 ED 109 634
Teaching Comprehension Skills.
Georgia Association of School Superintendents.; Georgia State Dept. of Education, Atlanta.; Georgia Univ., Athens. Coll. of Education.
Pub Date—64
Note—56p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Content Area Reading, Directed Reading Activity, Elementary Education, Informal Reading Inventories, *Reading Comprehension, *Reading Instruction, Reading Skills, *Teaching Methods
Materials used in a one-day conference on teaching reading comprehension skills are summarized in this publication. Contents consist of three articles on teaching the comprehension skills, informal reading inventories in science and in geography, Lincoln's Gettysburg Address with comprehension questions, a checklist for the evaluation of teaching practices related to reading in content areas, and a list of possible actions as a followup of the conference. (JM)

0315 ED 102 033
Feuerman, Jeff And Others
Manual of Exercises for Developing Social Studies Skills.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date—74
Note—46p.; Two cartoons have been removed to comply with copyright laws. Descriptions of the cartoons have been added to give the user a complete understanding of the material as originally presented
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cartoons, Critical Thinking, Elementary Education, Experiential Learning, Instructional Materials, Models, Problem Solving, Productive Thinking, Questioning Techniques, *Skill Development, Skills, *Social Studies, Student Attitudes, Teacher Education, *Teaching Methods, Values, *Visual Aids, Visual Learning
To help preservice and inservice social studies teachers develop systematic ways of integrating skills and content, this manual offers a model and simple instructional exercises for the diagnostic teaching of how to investigate a cartoon. Designed mainly for use with children in grades 4-6, the material is adaptable for use at other grade levels. The document, Part 1 of three installments of which the balance will be published at a later date, is in loose-leaf format to allow for future inclusion of Parts 2 and 3. Part 1 focuses on investigating visual devices. A model consisting of the following three major components is presented: Pre-Instructional Exercises, Diagnosis and Prescription, and Post-Instructional Exercises. Pre-Instructional Exercises include a series of questions for five levels of investigation, a variety of question styles, allowances for pupils whose learning styles are predominantly visual-oral, a systematic way of assessing the level at which the pupil is having difficulty, and suggestions for the selection and use of visuals. The Diagnosis and Prescription component consists of suggested activities for students experiencing difficulty in operating at certain levels of investigation. Post-Instructional Exercises feature a systematic reassessment of skills developed using a different visual. Adapting this model, a teacher can develop similar exercises using other kinds of visuals such as pictures, slides, graphs, tables, maps, and time lines. (Author/JR)

0316 ED 086 945
Ahn, Chang-Yil
Project ACT (A Project to Advance Critical Thinking). Project Termination Report.
South-Western City School District, Grove City, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—31 Jul 73
Note—292p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Cognitive Processes, *Critical Reading, *Critical Thinking, Elementary Education, Learning, Questioning Techniques, Reading, *Reading Comprehension, Reading Improvement, Reading Skills, *Teaching Methods
Identifiers—Elementary Secondary Education Act Title III
The goal of this project was to develop a sequential program for the development of critical thinking skills that could be extended to all the elementary schools in the school district. The major objectives were: (1) to enhance teachers' ability to think critically, practice in their classrooms teaching strategies to develop pupils' thinking, and develop and implement a critical thinking program; and (2) to develop overt manifestations of critical thinking in pupils attending classes taught by teachers trained in the use of critical thinking and to help students score higher on tests measuring critical thinking skills than children in a comparison class where these skills were not stressed. The teachers of grades K-5 in the project school, the principal, and the staff development teacher received inservice training in procedures for developing children's thinking skills. The procedures included: the Hilda Taba Teaching Strategies program, the Building and Applying Strategies for Initial Cognitive Skills program, the teaching of critical reading skills, analyzing levels of thinking, and organizing for instruction. An analysis of evaluation data indicated that the children in the project school tended to make greater gains than the children in the comparison school. The teachers also asked more open questions and there was more classroom interaction exhibited. (WR)

0317 ED 040 199
Prior, Kathleen W.
Guide for Teaching the Novel "Island of the Blue Dolphins," Grade 6.
San Diego City Schools, Calif.
Pub Date—66
Note—22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Characterization, Content Analysis, Critical Reading, *Grade 6, *Literary Criticism, Literary Devices, *Literature Appreciation, *Novels, *Teaching Guides, Teaching Methods
Identifiers—*Island of the Blue Dolphins
As a guide for in-depth study of "Island of the Blue Dolphins" by sixth-graders who have completed the basal reader, this document focuses on ways of enabling each child to find satisfaction and enjoyment in the novel; to develop a greater interest in literature; to gain an understanding of plot development in a story; to realize what the mood, setting, and background contribute to the novel; to become aware of the ways in which an author develops characterization in a story; and to appreciate the specific writing techniques of an author. Material is organized under seven units for group discussions–the first, an introduction to the book; the next five, discussions of groups of chapters as they are read; and the last, an appraisal of the novel as a whole. Specific questions and discussion guidelines are provided for each meeting as well as suggestions for factors to be considered while reading the next chapters. (JM)

0318 ED 026 210
Raciti, Domenica G.
Critical Reading Techniques in Elementary School.
Pub Date—Apr 68
Note—5p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Reading, *Critical Reading, *Questioning Techniques, *Reading Comprehension, Reading Instruction, Teaching Methods
The following levels of reading are defined: (1) decoding, (2) literal comprehension, (3) interpretation, and (4) creative thought. The technique of raising open end questions is discussed, and sample questions are provided for each of the above levels. Eleven specific critical reading skills related to level 3 are listed. (CM)

0319 ED 011 827
THE ART OF QUESTIONING IN READING.
Los Angeles City Schools, Calif.
Report No.—IB-EC-117
Pub Date—66
Note—18P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Questioning Techniques, *Reading Instruction, Teacher Role, *Teaching Guides, *Teaching Methods
AN INSTRUCTIONAL BULLETIN FOR WORKSHOP USE TO ASSIST TEACHERS IN DEVELOPING THOUGHT-PROVOKING QUESTIONS IS PRESENTED. DERIVED FROM BLOOM'S "TAXONOMY OF EDUCATIONAL OBJECTIVES" AND "CLASSROOM QUESTIONS–WHAT KIND," THE PUBLICATION ILLUSTRATES THE POSSIBLE USE OF A TAXONOMY OF QUESTIONS IN THE CLASSROOM. FOUR SAMPLE LESSONS ILLUSTRATE EXAMPLES OF QUESTIONS ON THE ADULT LEVEL, THE PRIMER LEVEL, AND ON THE SECOND- AND SIXTH-GRADE LEVELS WHICH MAY BE USED DURING THE INITIAL READING OF MATERIAL, THE DIRECTED REREADING, OR IN THE FOLLOW-UP PERIOD. THE LESSONS INTRODUCE QUESTIONS IN A SEQUENTIAL ORDER OF DIFFICULTY. ANTICIPATED PUPIL RESPONSES ARE GIVEN. REFERENCES ARE INCLUDED. (BK)

ELEMENTARY/ SECONDARY

0400 ED 181 447

Tierney, Robert J. LaZansky, Jill

The Rights and Responsibilities of Readers and Writers: A Contractual Agreement. Reading Education Report No. 15.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 80

Contract—400-76-0116

Note—32p.

Pub Type— Reports - General (140) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiences, Communication (Thought Transfer), *Content Area Reading, *Critical Reading, *Reading Comprehension, Reading Skills, *Writing (Composition), *Writing Skills

Identifiers—*Audience Awareness, *Center for the Study of Reading IL, Reader Response

An implicit contract between author and reader during discourse production and comprehension that defines the liberties each may take in relation to the text is proposed in this report. Discussed in the report are the writer's responsibilities in such a contract–to be sincere, informative, relevant, and clear and to establish points of contact between the communication and the reader's experience. Also discussed are the reader's responsibilities, including the selection of a fitting text that generates meanings that do not distort the author's message, bringing to the text conceptualizations that support a reasonable interpretation of the text rather than result in an abandonment of the author's message, employing strategies that are sensitive to the purposes of the text, responding to the text as it exists in context rather than apart from it, and recognizing that a text represents an author's viewpoint. It is recommended that teachers use the notion of "contract" as a frame from which to explore and encourage effective communication. Appended to the report is a linguist's response to the idea of "contract' that supports adding correct grammar usage and discourse fluency to the writer's list of responsibilities, and a teacher's view that exploring a variety of responses to text material works only with literature or creative writing texts and not with expository writing where students need to learn to restrict their interpretations. (AEA)

0401 ED 181 432

Rubin, Andee

Making Stories, Making Sense. Reading Education Report No. 14.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 80

Contract—400-76-0116

Note—42p.

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Communication, Elementary Education, Language Usage, *Learning Activities, Reading Skills, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Skills

Identifiers—*Center for the Study of Reading IL

Three characteristics of school writing activities that may make it difficult for students to learn to write with skill and enthusiasm are identified in this paper. They are: the solitary nature of most writing tasks, a lopsided emphasis on low-level details of text such as grammar and spelling, and the isolation of writing from reading in the classroom. The paper describes a set of educational devices that attempt to change these aspects of writing instruction: the Story Maker, based on the notion of story trees with which children compose stories by making choices among story segments; and the Pre-Fab Story Maker and the Story Maker Maker, which allow children more creative input into the story-making process. These three tools are described both as suggestions to teachers for innovative classroom language activities and as concrete examples of the implications of the theoretical framework developed in the paper. Reaction to the Story Maker from a teacher's perspective and the author's response to that reaction are included. (Author/FL)

0402 ED 181 431

Adams, Marilyn Bruce, Bertram

Background Knowledge and Reading Comprehension. Reading Education Report No. 13.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 80

Contract—400-76-0116

Note—48p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Discourse Analysis, Elementary Education, *Language Processing, Language Skills, Linguistics, *Reading Comprehension, Reading Instruction, *Reading Research, Reading Skills

Identifiers—*Center for the Study of Reading IL

Some of the aspects of the author/reader relationship that make communication possible are discussed in this paper. The paper begins by describing the most important components of that relationship. Next, through an analysis of two readings of one of Aesop's fables, it illustrates the way the author and the reader must depend on these components. It then focuses on three kinds of knowledge that the author and reader must use for successful communication to take place: conceptual knowledge, social knowledge, and story knowledge. Finally, it discusses implications of this work for reading education. (FL)

0403 ED 170 712

Degrees of Reading Power: Description of a New Kind of Reading Test and Its Related Technology.

New York State Education Dept., Albany. Div. of Educational Testing.

Pub Date—77

Note—28p.

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cloze Procedure, Elementary Secondary Education, Reading Achievement, *Reading Comprehension, *Reading Diagnosis, Reading Improvement, Reading Instruction, *Reading Tests, Teaching Methods, Test Construction, *Testing, *Test Validity

Identifiers—*Degrees of Reading Power Test

The Degrees of Reading Power test (DRP) and its related technology are described in this publication. It contains a brief description of the DRP, which was designed to measure the most difficult level of text that a student can read with comprehension; a report on the validation of the test; sample DRP passages; an instructional viewpoint as it relates to reading comprehension; and teaching strategies for improving comprehension. (FL)

0404 ED 169 502

Reading Comprehension. Bulletin No. 9511.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—[78]

Grant—OEG-0-73-2893

Note—44p.; Several figures may reproduce poorly due to very small type

Pub Type— Collected Works - General (020) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Concept Formation, Conceptual Schemes, Content Area Reading, *Context Clues, Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Skills, Sentences, Sentence Structure, Teaching Methods, *Word Recognition, Written Language

The intent of this publication is to provide an opportunity for educators to consider reading comprehension as dependent, at least in part, on specific features of written language. Chapter 1 discusses a theoretical framework for thinking, problem solving, and reading comprehension. Chapter 2 deals with teaching word-level comprehension, presenting a nine-level taxonomy of word-level relationships and techniques for teaching words at each level. Chapter 3 offers ideas about sentence comprehension for reading teachers to consider. Chapter 4 deals with the comprehension of passages by asking readers to consider three questions and their possible answers–"Comprehension of what, for what purpose, and how much is required?" (RL)

0405 ED 163 420

Comprehension through Active Processing: A Set of Interactive Instructional Models.

New York State Education Dept., Albany. Bureau of Reading Education.

Pub Date—[78]

Note—84p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cloze Procedure, *Comprehension, Elementary Secondary Education, *Intellectual Development, Interaction, *Learning Modules, Linguistics, *Process Education, Questioning Techniques, *Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Processes, Reading Skills

This booklet provides teachers with models for interactive reading activities that reflect an awareness of comprehension as a complex mental and linguistic process rather than as a hierarchy of mechanically applied subskills. The instructional strategies represent a combination of insights presented in recent research with those gained through practical classroom experience. The strategies are: open-ended and student-generated questioning to sharpen focus; using key words as semantic, syntactical, and relational cues; using the cloze procedure in predicting and confirming relationships among cues; categorizing as a process for organizing information; modeling concept attainment; and summarizing and paraphrasing. Many of the model activities stress oral and written activities such as retelling, summarizing, condensing, and expanding on meanings that help students to organize and verbalize understandings gained through active processing. (FL)

0406 ED 162 298

Miccinati, Jeannette Louise

Classroom Materials: How Readable Are They in Relation to Your Students' Ability?

Pub Date—[76]

Note—12p.; Guide prepared at the State University College at Buffalo; Example I removed due to copyright restrictions

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cloze Procedure, Elementary Secondary Education, *Instructional Materials, *Readability, *Readability Formulas, *Reading Comprehension, Reading Instruction

This paper on readability begins with a brief discussion of comprehension, including a definition, and then lists factors that influence comprehension, such as knowledge of vocabulary, long passages that are ambiguous, digressions, and unnecessary restatements. The paper then explores readability and presents a graph for estimating readability and instructions for using it. Finally, the paper focuses on cloze procedure, explains when and why cloze procedure can be used, and gives directions for constructing, administering, and scoring a cloze test. (TJ)

0407 ED 155 673

Grant, Patricia L.

Using the Cloze Procedure as an Instructional Device: What the Literature Says.

Pub Date—May 78

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cloze Procedure, Elementary Secondary Education, Higher Education, Instructional Materials, *Literature Reviews, Reading Ability, *Reading Comprehension, *Substitution Drills, *Teacher Developed Materials, *Teaching Methods

Instruction that promotes the awareness and use of contextual aids in reading may be achieved by use of the cloze procedure in the classroom; training with the cloze procedure helps to focus the attention of the student on the conceptual aspect of reading rather than on the perceptual, and may be used from the primary grades through college. This paper reviews the literature from 1953 to 1974 on the use of the cloze procedure as an instructional device. Recommendations for the use of the cloze device in instruction include the following: begin with a two-item multiple-choice format in material that is at or below the student's independent reading level; instruct students to read silently the entire cloze pas-

sage; discuss progress; do not demand the exact word, but accept close guesses and synonymns; use a self-checking format; have students make comparison of cloze passages with the original passage; and make use of systematic, organized, long term instruction. (DF)

0408 ED 155 581
Stapleton, Richard J.
The Classroom De-Gamer.
Pub Date—78
Note—6p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Classroom Communication, *Educational Games, Elementary Secondary Education, Program Descriptions, *Questioning Techniques, Role Conflict, Student Participation, *Student Teacher Relationship, *Teaching Methods, Testing
Teachers calling on students to answer questions in class regarding homework assignments and general knowledge frequently invoke the Drama Triangle (Karpman, 1968). Many of these questions automatically put the teacher in the Persecutor or Rescuer role and students in the Victim role. Retaliatory transactions by students often put the teacher in the Victim role and students in the Persecutor role. The players switch about the Drama Triangle as the games are played. One way to end the game-playing involves the Classroom De-Gamer. This is a teacher-invented device which randomizes the question-and-answer process. The device consists of a "spinner" which lands on a number from 1-30. Students have been preassigned corresponding numbers, and the person on whose number the pointer lands must answer the question. All questions can be presented in advance if desired. The device has proved highly successful in the classes of its teacher/inventor. (Author/BP)

0409 ED 133 731
A Teacher's Notebook: English, 5-9; Volume II.
National Association of Independent Schools, Boston, Mass.
Pub Date—Jan 77
Note—80p.; For Volume I see ED101364
Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 ($2.00 paper)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, English Instruction, *Evaluation, *Poetry, Prose, *Reading Comprehension, Teacher Developed Materials, *Teaching Guides, *Teaching Methods, *Writing (Composition)
Written by a group of English teachers in elementary and secondary independent schools, this second volume of the English notebook is divided into three sections: "Evaluations of Compositions Written in Class," "Tests on Comprehension of Prose," and "Tests on Comprehension of Poetry." Focusing on grades five through nine, these tests and evaluations are also widely adaptable for grades ten through twelve. Samples and detailed analyses of student responses comprise an important part of this volume. (LL)

0410 ED 124 930
Some Models for Small Group Lessons in Comprehension.
New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[75]
Note—29p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Group Activities, *Reading Comprehension, Reading Instruction, *Reading Skills, Secondary Education, *Small Group Instruction, Teaching Guides, *Teaching Methods, *Teaching Models
Identifiers—*Elementary Secondary Education Act Title I, New York (New York)
The models of small-group lessons provided in this booklet were developed by the New York City Board of Education, under the Elementary Secondary Education Act (ESEA) Title I, to act as guides from which the teacher can generate materials on reading comprehension. Chapters deal with the instruction of such comprehension skills as utilizing contextual clues for vocabulary meaning, locating specific information, gleaning the main idea from materials, and making inferences from reading. Each chapter is divided into a discussion of "process," a general outline of the skill involved; techniques for teaching; and sample teaching activities. Appendixes include a skill/grade-level chart, a class profile sheet, and a mini-taxonomy of comprehension and vocabulary skills. (KS)

0411 ED 113 297
Lowery, Lawrence F.
Learning about Instructing: Questioning Strategies.
California Univ., Berkeley. School of Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—74
Note—66p.; For related documents, see SP 009 532-534
Available from—University of California, School of Education, Berkeley, California 94720 ($3.00)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Audiovisual Instruction, Classroom Techniques, Individualized Instruction, *Inquiry, Instructional Materials, *Questioning Techniques, *Teaching Guides, *Teaching Methods, Videotape Recordings
This self-instructive workbook focuses upon teacher-initiated questioning strategies and the relationship of the strategies to students' thinking. It utilizes written materials, audiotapes, videotapes, and students in the classroom. The goals of the workbook are to enable the teacher to (1) identify and classify types of questions in terms of their potential effect on students' thinking; (2) use each type of question strategically so as to facilitate the development of students' thinking processes; and (3) assess themselves in terms of knowledge and ability related to questioning strategies. The workbook is supplemented by a program and support system which includes instruction, experiences for practice, and individual conferences. The guide defines types of teacher-initiated questions and types of written questions and explains how to make a statistical profile of scored questions. It also discusses the classification of questions from a transcript and questions from an audiotape. In addition, it helps the teacher in assessing questioning strategies, in relating types of questions to instructional goals, in sequencing questions strategically, and in matching types of questions to learning processes. It also provides a review of research on the use of questions in instruction and a bibliography. (BD)

0412 ED 112 377
Comprehension-Critical Reading/Thinking Skills, K-12 (The Big 9); Teaching Reading Skills. Volume II.
Montgomery County Public Schools, Rockville, Md.
Report No.—Bull-246
Pub Date—74
Note—502p.; See related documents CS002161 and CS002163; Some pages may have poor reproducibility due to small type
Pub Type— Guides - General (050)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Behavioral Objectives, Comprehension, *Critical Reading, *Critical Thinking, Elementary Secondary Education, Evaluation Methods, *Models, *Reading Comprehension, *Reading Instruction, Reading Programs, Teaching Methods
This comprehension model defines and describes nine categories of comprehension, including word meanings, location/recall, translation, interpretation, prediction, application, analysis, synthesis, and evaluation. Each of the categories includes the following sections: highlights, containing a definition and questions; instructional objectives for kindergarten through grade twelve; a discussion of the topic; and learning activities for kindergarten through grade twelve. Also included are a summary of the contents, a conclusion, an annotated resources list, and a bibliography. (LL)

0413 ED 099 884
Newspaper Idea Book for Upper Grades. Revised.
Kern County Superintendent of Schools, Bakersfield, Calif.
Pub Date—73
Note—38p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Critical Reading, Editing, Elementary Education, *Journalism, Junior High Schools, *Newspapers, News Reporting, Production Techniques, *Reading Interests, Reading Skills, *Resource Materials
This resource guide is designed to stimulate upper grade students' interest in newspaper writing, editing, and production and to teach young people to read critically, to analyze the message, and to separate fact from fiction. The guide contains an overview of a newspaper, a brief history of journalism, a description of the physical plant of a newspaper, an analysis of the different sections of the newspaper, a section on newswriting, and a discussion of the responsibilities of the newspaper. Each of these sections of the guide contains ideas on how to use the newspaper to improve reading skills. The bibliography contains additional sources describing how to use the newspaper in the classroom. (RB)

0414 ED 098 528
Smith, Charles W.
Questioning Behavior That Facilitates Cognitive Development in Reading.
Pub Date—74
Note—14p.; Study prepared at Northern Illinois University
Pub Type— Books (010)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Developmental Reading, *Questioning Techniques, Reading, *Reading Comprehension, Reading Improvement, *Reading Skills, *Teaching Methods
This paper discusses questioning patterns that can be used by teachers to facilitate cognitive development in reading instruction. The questioning patterns suggested are intended to include the kinds of questions used on worksheets, tests, and in class projects. The opinions of various authors who stress the importance of teacher questioning patterns are reviewed. Among these authorities are Harris and Smith, who emphasize the importance of teacher questioning in developing critical thinking; Guszak, who indicates that teachers overemphasize recall thinking; and Taba, who indicates that teachers give little thought to the classroom questions they ask and the sequencing of such questions in instruction. A brief description of each of the six levels of thinking in the cognitive domain are listed-knowledge, comprehension, application, analysis, synthesis, and evaluation. Also included is a reading passage with sample questions and representative answers. (WR)

0415 ED 094 384
Your Newspaper. . .and You!
Tennessean, Nashville, Tenn.
Pub Date—73
Note—36p.
Available from—The Tennessean, Amon C. Evans, President, 1100 Broadway, Nashville, Tennessee 37203 (Contact publisher for price)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Critical Reading, Editing, Elementary Education, *Instructional Materials, *Journalism, *Newspapers, News Reporting, *Reading Habits, Reading Interests, Reading Materials, Secondary Education
Identifiers—*Newspaper in the Classroom Project
Designed to describe a technique for developing efficient habits for reading the newspaper, this booklet also provides a simplified explanation of how a daily newspaper is produced. The contents include "How to Get the Most Out of Your Newspaper," "A Newspaper Is Many Things," "People at the Paper," "The Front Page," "Headlines," "Stories in the Paper," "The Opinion Pages," "Editorial Cartoons," "Syndicated Editorial Columnists," "Letters to the Editor," "How Does a Newspaper Find Its Stories?" "Datelines and Bylines," "The Truth Generally Lies under the Surface," "Why So Much 'Bad' News in the Paper?" "How a Local Story Gets in the Paper," "What to Believe in the Newspaper," "Errors in the Paper," "Photo-Journalism," "How a Local Picture Gets in the Paper," "Color Pictures," "The Sports Section," "Woman's News," "'Pocketbook' News," "A Newspaper Is a Lot of Other Things," "The Big Sunday Paper," "Advertisements," "Classified Ads," and "Newspaper Jargon." (RB)

0416 ED 089 225
Roehler, Laura R.
Teaching Comprehension Skills in the Middle Schools.
Pub Date—May 74
Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comprehension, Critical Reading, *Middle Schools, Reading, *Reading Comprehension, Reading Development, Reading Improvement, *Reading Instruction, *Reading Skills, *Teaching Methods, Word Recognition
This paper presents procedures and techniques for teaching comprehension skills to middle school students. Comprehension is described in terms of four skill areas: word meaning, structure, literal and inferential thinking, and critical reading. To help students think as they read, a strategy is proposed which involves a logical sequencing of all the skills and the use of directed assistance techniques. The strategy discussed utilizes a spiraling hierarchy in which the concept of prerequisites is employed. Directed assistance consists of analyzing the thinking task that is to be taught and actively guiding the student's attention to the crucial elements of the task through the use of modeling and highlighting techniques. (Author/WR)

0417 ED 058 233
Farrell, Edmund J.
Listen, My Children, and You Shall Read...
Pub Date—Jan 66
Note—8p.
Journal Cit—English Journal; v55 n1 p39-45, 68 January 1966
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Aural Learning, *English Instruction, Inquiry, *Listening Comprehension, *Literature Appreciation, Mass Media, Reading Comprehension, Slow Learners, *Speech Communication, Student Needs, *Teaching Methods, Visual Learning
Two main points are stressed in this essay: (1) Reading literature aloud to students is not only educationally sound, but for many youngsters, necessary; and (2) In order to help his students become critical listeners of the literature that is read to them, a teacher must build bridges between the youngsters' experience and that in the literature. Three types of spoken language are listed: reading aloud, monologue, and real conversation. The differences between the first two and conversation include: (1) The intonation patterns of spoken prose are highly standardized; those of conversation are not; (2) Spoken prose is even in tempo; conversation is not; and (3) The pauses of spoken prose are closely related to the grammatical structure of these sentences; in conversation, they are frequently unpredictable. To attune his ear, a student not only needs to hear his teachers read aloud a great deal, he also needs occasional practice himself. Listening comprehension in slow-learning children far exceeds reading comprehension for the following reasons: the speaking voice brings to interpretation pitch, stress, pause, rhythm, tone–audible clues to meaning which slow youngsters are unable to infer from print alone. It is suggested that television and film be used more often than they are to help slow learners, as these media combine visual and auditory clues to meaning. (CK)

0418 ED 013 711
KARLIN, ROBERT
A THREE-PRONGED ATTACK ON VOCABULARY DEVELOPMENT.
Pub Date—MAY67
Note—16P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Concept Formation, *Guidelines, *Reading Comprehension, Study Skills, *Teaching Methods, *Vocabulary Development, *Vocabulary Skills, Word Lists
Identifiers—City University of New York Queens College
STATUS STUDIES OF THE RELATIONSHIP BETWEEN VOCABULARY SIZE AND THE EXTENT OF READING SUPPORT THE BELIEF THAT MORE AVID READERS HAVE RICHER VOCABULARIES. HOWEVER, STUDIES OF DIRECT EFFORTS TO INCREASE VOCABULARY THROUGH WIDE READING ALONE HAVE NOT YIELDED SATISFACTORY RESULTS. HENCE, WIDE READING COMBINED WITH DIRECT AND INDIRECT APPROACHES IS RECOMMENDED FOR A COMPREHENSIVE PROGRAM IN VOCABULARY DEVELOPMENT. SUGGESTED GUIDELINES EMPHASIZE THE USE OF INDIVIDUAL WEAKNESSES IN DETERMINING THE DEGREE OF INVOLVEMENT IN VOCABULARY STUDY, THE STUDY OF WORDS IN CONTEXT, THE STUDY OF WORKING RATHER THAN ESOTERIC VOCABULARIES, AND THE APPLICATION OF WORD LEARNING. THE USE OF CONTEXTUAL AND STRUCTURAL CLUES, THE STUDY OF WORD ORIGINS AND MULTIPLE MEANINGS, THE STUDY OF WORD LISTS IN RELATION TO STUDENTS' ACTIVITIES, AND THE USE OF PROGRAMED MATERIALS ARE RECOMMENDED TO HELP STUDENTS BROADEN AND EXTEND THEIR VOCABULARIES. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (NS)

SECONDARY AND HIGHER EDUCATION

0500 ED 179 990

Logan, Carolyn

Progress of a Young Reader.

Pub Date—Oct 79

Note—12p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (33rd, Albuquerque, NM, October 18-20, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Reading, Expressive Language, *Figurative Language, Higher Education, Language Rhythm, *Language Styles, *Literary Criticism, *Literary Devices, Literary Mood, Reading Habits, *Reading Skills, Teaching Methods

The reading habits by which students formulate a critical analysis of a literary work should focus attention on the choices that a writer makes when putting words on paper. These choices include sound, diction, language, imagery, organization, metaphors, sentence structure, transitions, allusions, and patterns. Discussing these choices does not exclude the consideration of ideas; the understanding of a writer's careful language choices makes ideas clear for the readers. Investing students' time in attending to an author's language usage is more profitable than spending time to indulge opinions of what students like and do not like. For students who have not learned to see the craft that is on the page, this type of analysis is more practical than a lecture about the specific literary period or the author's personal life at the time the literary work was created. It gives students a consistent set of questions that makes them aware of language, the writer's tool. When students learn to analyze the language of the text as the writer's craft, they have not only an appreciation of the complexities and beauties of the language, but also a better understanding of what the writer said. They have learned to see more than reflections of themselves and they have sharpened their literary tastes with a specific analytical method. (RL)

0501 ED 178 866

Shirley, Fehl

Applying Critical Thinking/Reading Skills.

Pub Date—Nov 79

Note—13p.; Paper presented at the Annual Meeting of the California Reading Association (13th, San Diego, CA, November 8-10, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Reading, *Critical Thinking, Higher Education, *Reading Improvement, *Teaching Methods

The dimensions of critical thinking and reading encompass the levels of analysis, reaction, evaluation, and growth in self-image. Historically, the four major views of critical reading have seen it as a cognitive process, a way of detecting propaganda devices, a way of examining distorted and dishonest use of language, and a way of applying the principles of logic to reading. The skills in developing critical reading can be divided into four categories: the application of the principles of logic to language, the evaluation of the tone of language, problem solving, and the development of insight in evaluating language. Some activities that represent the main categories of critical reading include: analyzing and evaluating name calling as a device that influences thinking; analyzing and evaluating the denotations and connotations of words; selecting alternative courses of action and analyzing the consequences of them; and evaluating ways in which reading influences the attitudes, concepts, and behavior of the reader. (TJ)

0502 ED 177 517

Bean, Thomas W.

Guiding Comprehension in the Learning Assistance Setting.

Pub Date—Apr 79

Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, HI, April 7-10, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Content Area Reading, Higher Education, Learning Laboratories, *Reading Comprehension, *Reading Improvement, *Teaching Methods, *Vocabulary Development, Writing (Composition), *Writing Skills

University and college reading improvement teachers need a repertoire of techniques designed to guide carefully students' growth in developing independent comprehension strategies. Such strategies should avoid use of prepackaged commercial kits and collections of articles (content-simulated materials) and should stress the application by students of comprehension strategies directly to the narrative and expository materials that they are required to use in their academic course work. This approach facilitates transfer of instruction and prevents assumptive teaching often found in college reading improvement programs. One strategy for guiding growth in comprehension is the guided writing procedure, which is designed to encourage active comprehension and recall of content area material through a writing and discussion exercise. A second strategy is a brainstorming activity in developing content area vocabulary that emphasizes the active learning and retention of technical vocabulary from a content area unit. (Author/TJ)

0503 ED 175 059

Grindal, Gracia

Using Literature in a Basic Writing Course.

Pub Date—Feb 79

Note—15p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Reading, *Critical Thinking, Expository Writing, Higher Education, *Literary Criticism, Literary Devices, Literature Appreciation, Secondary Education, Teaching Methods, *Writing (Composition), *Writing Skills

Literature can be used in a writing course if the teacher carefully chooses the literature to be studied, if the writing assignments are sequenced so that they make some kind of developmental sense, and if the writing activity is used to clarify student thinking about the literature. Attention to these three elements was essential to the success of a six-week summer course in basic writing, where the teachers grounded all writing activities in responses to literature. Using the workshop approach, they developed student writing in stages that emphasized levels of generality, subordination, and the basis of rhetorical (oral and written) discourse in probabilities. These concepts were developed by interpreting literature while coincidentally applying fundamentals of F. Christensen's rhetoric, the "TRI" pattern (topic, restriction, illustration), and Aristotle's treatment of the enthymeme. Attention to the enthymeme especially reaffirmed the teachers' resolve that teaching students how to write about a story helps them to learn how to think, how to interpret information, and how to transform external realities into internal, intellectual constructs. (RL)

0504 ED 172 248

Abrahamson, Richard F. Perry, Merrian

Visual Literacy and Adolescent Novels–The Reading Connection.

Pub Date—[79]

Note—11p.; Guide prepared at the University of Houston

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Critical Reading, Critical Thinking, English Curriculum, *English Instruction, Film Production, *Films, Film Study, *Literary Criticism, Literature Appreciation, *Novels, Production Techniques, Secondary Education, Television Viewing, *Visual Literacy

Identifiers—*Zindel (Paul)

Visual literacy–an increasingly important skill that has lately been added to the wide range of skills that reading/English teachers are expected to teach–can be coupled with lessons in literary appreciation through the medium of the adolescent novel. Since students participate in a great deal of television viewing, it is as important for them to learn critical viewing skills as it is for them to learn critical reading skills. Teachers can mesh lessons in literary appreciation and visual literacy through examining how authors create characters, actions, and descriptions. As has been illustrated by author Richard Peck, students can examine adolescent novels in the light of considerations that might be made in filming them. In novels such as those of Paul Zindel, chapters can be analyzed in terms of camera shots, images, and scenes. Filmed versions of novels can be compared with students' prior envisioning of filmed versions of those books. Teachers can also help students to explore the film technique of montage and to consider such topics as the cinematic qualities of the dialogue and opening scenes of Zindel's novels. (GT)

0505 ED 168 657

Pinette, Clayton A., Ed. Smith, Kent R., Ed.

Forum for Reading: The Journal for Two-Year College Reading Teachers. Volume 8, No. 2, April, 1978.

Pub Date—Apr 78

Note—37p.; Journal prepared by the International Reading Association's Special Interest Group for Two Year Colleges

Available from—Developmental Studies Center, Bangor Community College, Eastport Hall, Bangor, Maine 04401 (on a subscription basis)

Pub Type— Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Instruction, Community Colleges, Comprehension, *Humanities Instruction, Intellectual Development, Program Descriptions, Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Programs, *Study Skills, *Teaching Methods, *Two Year Colleges, Videotape Recordings, Writing Skills

Identifiers—*Notetaking

Three articles are presented which concern college reading instruction. Karen Pelz describes an intensive approach to teaching reading and writing which entails: (1) special classes for underprepared students; (2) standard administration of freshman reading tests; (3) teaching reading and writing together; (4) using the same instructor to teach Basic English and Analytical Reading employing a related syllabus and complementary materials; (5) gearing the instructional approach to the students' actual level rather than to an expected level; (6) coordination with related student services; and (7) emphasizing the value of reading and writing. In another article, Michael Kahn provides suggestions for effective notetaking, which outline student and teacher responsibilities, use of abbreviations and short hand notation, paraphrasing, and determining the main idea and supporting details from lectures and texts. In the third paper, Robert C. Gerace discusses the use of videotapes in the improvement of comprehension. The videotape, "The Fine Art of Seeing," and related materials which introduce in layman's terms the techniques employed by artists in the creation of a painting, are examined as aids in fostering motivation and achievement in humanities courses. Gerace considers the usefulness of relying upon the text for content and the tape for appreciation of technique. (MB)

0506 ED 168 040

Workman, Brooke

In Search of Ernest Hemingway: A Model for Teaching a Literature Seminar.

National Council of Teachers of English, Urbana, Ill.

Pub Date—79

Note—116p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 22892, $5.00 member, $6.00 non-member)

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Course Content, Course Descriptions, Course Objectives, *Critical Reading, *English Instruction, *Literary Criticism, *Literature Appreciation, Secondary Education, Student Writing Models, Teaching Guides, *Teaching Methods, United States Literature, *Writing Skills

Identifiers—*Hemingway (Ernest)

Intended for use every day for a semester, this secondary seminar handbook provides a schedule, lesson plans, materials for classroom distribution, and a bibliography for a course designed to teach critical reading and basic writing skills through an in-depth study of Ernest Hemingway. Because the

course requires that students write seven position papers that combine biographical information about Hemingway with analyses of individual examples of his writing, the handbook outlines the procedures involved in writing each paper and offers models that can be used as examples for the students in writing their own papers. The handbook also describes the process for "Defense Day," an activity that is integral to the seminar, and suggests ways that the teaching methods might be adapted to other authors and their works. Among the items included in the appendixes are an outline of the life and times of Ernest Hemingway and seven anecdotes from Hemingway biographies. (MAI)

0507 ED 163 426

Smith, Cyrus F., Jr.

Read a Book in an Hour: Variations.

Pub Date—Oct 78

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Conference (3rd, Cincinnati, Ohio, October 12-14, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *English Instruction, Language Arts, *Literature Appreciation, Motivation Techniques, *Reading Comprehension, Reading Instruction, Secondary Education, *Sentence Combining, *Teaching Methods, *Writing Skills

To encourage reluctant readers, teachers can use a technique called "read a book in an hour." Students are assigned individual chapters of a paperback novel to read silently. After they have finished reading, they retell the significant chapter events, state the conflicts, and identify the characters as the teacher records the information on the chalkboard. A sentence combining activity can be used following a "read a book in an hour" session. The teacher writes student contributions in short, simple sentences on the board and then asks students to combine the sentences either working alone or in small groups. Instruction in comprehension also can be enhanced by use of the "read a book in an hour" technique. Organizational patterns used by authors, such as cause and effect, comparison and contrast, time order, and simple listing, can be recognized by students as they analyze a story. Activities which might teach these elements are numerous. "Read a book in an hour," then, can be a valuable technique by itself for encouraging reluctant readers or it can be combined with other exercises to teach several language arts skills. (TJ)

0508 ED 147 568

DiGise, Joe

Readings in the Automotive Trade.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Nov 77

Note—79p.; Several photographs may not reproduce well

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Auto Mechanics, Guides, High School Students, *Learning Activities, *Reading Comprehension, Reading Development, Reading Improvement, Secondary Education, *Skill Development, Student Motivation, Supplementary Reading Materials, *Vocabulary Development, Vocational Education

Designed for reluctant readers in vocational high school, this selection of readings emphasizes general information about the automotive trade. Articles have been selected from a variety of auto magazines and trade journals. Each article is followed by an assortment of exercises designed to enable the student to further develop vocabulary and comprehension skills. Titles of some of the articles follow: "What Are Autos Made Of?," "Where Have All the Hot Cars Gone?" "Automatic Transmissions: Just What the Wankel Needed," "Great Moments in Motoring History," and "Is There a Three-Wheeler in Your Future?" (SH)

0509 ED 123 588

Roberts, Patricia L.

Getting the Message Via Content Analysis.

Pub Date—75

Note—7p.; Paper presented at the Annual Meeting of the International Reading Association (New York, New York, May 1975)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Characterization, Communication (Thought Transfer), *Content Analysis, *Critical Reading, *Fiction, Learning Activities, *Realism, Teaching Methods

This paper discusses some of the procedures for assessing specific content in books, suggests some ideas for activities which adolescents could select to demonstrate that they can recognize and judge certain elements in books, and lists several cautions which need to be considered when analyzing content. The first procedure in a content analysis might be to ask the adolescent reader to become acquainted with the beginning of the story and to meet the main character or characters. The second step for a content analyst is to recognize and judge setting. There are six key words which may help the reader recognize setting: social, economic, religious, physical, political and psychological. The third step for the content analyst might be to recognize and judge the plot. The next steps are to compare and contrast the personality characteristics of the main characters at the beginning and at the end of the selection and to recognize and judge the theme in realistic fiction. Teachers are warned that content analysis procedures should be used as guides and encouraged to allow the adolescent reader to be creative in attaining the general spirit of these procedures. (LL)

0510 ED 117 678

Trans-ACTIONS: Activities for Involving Students with Books.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.; Los Angeles County Superintendent of Schools, Calif.

Pub Date—74

Note—24p.

Available from—Julia M. Gottesman, Div. of Curriculum & Instructional Services, Office of the Los Angeles County Superintendent of Schools, 9300 E. Imperial Highway, Downey, California 90242 ($1.50 paper)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, *Critical Reading, *Instructional Materials, *Literature Appreciation, *Reading Instruction, Secondary Education, Teaching Guides, *Teaching Methods

Suggestions are given for over 50 activities which secondary students at many levels can use with fiction or non-fiction to provide opportunities to read, relate, reflect, and record their thoughts about a book. The primary goal is to help students gain insight into the literary elements that prompt their responses. Stated objectives for each activity are based on the literary elements of action, plot, or content; characterization; setting; theme; and tone, audience, or style. These materials are designed to enable students to engage more easily in the process of talking about books with other students and reshape and make visible their responses to books. Suggestions for grouping are given. Examples of objectives and activities include the following: "analyze the personality of the protagonist by preparing a case study that includes all the known evidence (appearance, age, occupation, principal actions, and their implications) for presentation to a panel of psychiatrists and social workers, or by using all the known evidence to compose a horoscope analysis of the protagonist"; and "demonstrate a process described in a work of nonfiction by creating a photo essay in which the steps of the process are illustrated by the student's own photographs and written captions." (MKM)

0511 ED 098 612

The Newspaper in the Classroom: Suggestions for Using Your Newspaper in Classrooms of Junior and Senior High Schools.

Copley Newspapers, San Diego, Calif. Dept. of Education.

Pub Date—[73]

Note—53p.

Available from—Copley Newspapers, Dept. of Education, 7745 Herschel Avenue, P. O. Box 1530, La Jolla, California 92037 (write for price)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business English, *Critical Reading, Economics, *Educational Media, English, Junior High Schools, *Newspapers, Secondary Education, Social Studies, *Teaching Methods, United States Government (Course), United States History, World Affairs

Consisting of the combined findings of recent Newspaper in the Classroom Workshops and methods already successfully used in the schools in areas where Copley newspapers are published, this booklet provides techniques for using the newspaper in the following subject areas: social studies, United States history, United States government, world history, American government in world affairs, economics, English, and business English. A section entitled "Developing Critical, Intelligent Readers" is also provided. Intended for use in junior and senior high schools, the sections were prepared to make them suitable for use at more than one grade level. (HOD)

0512 ED 087 044

Turner, Darwin T.

Literary Criticism: The Teacher as Servant to the Student.

Pub Date—Nov 73

Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Critical Reading, English Instruction, *Literary Criticism, Literature, Literature Appreciation, Reading Comprehension, Secondary Education, *Student Needs, *Teacher Role, *Teaching Methods, Undergraduate Study

Teachers of literature do not merely guide students; they also serve as critics. Teachers should remember that their classroom role as literary critics is to serve the needs of students who may not become future scholars of literature. Consequently, in deciphering the complexities of literature, teachers must focus on what the students need in order to learn to read more perceptively and analytically. The teacher must try to help a student develop three basic understandings of a piece of literature: an understanding of the approaches to determining meaning; an understanding of genres or forms and their characteristics; and an understanding of the limitations of interpretation and evaluation. Rather than restricting themselves to the particular approaches which they prefer when analyzing literature for their own publications, teachers should guide students to an awareness of various approaches which may include literal, historical, and cultural interpretations, stressing several different analytical approaches. (RB)

0513 ED 068 965

The Novel, Language Arts, English, World Literature: 5114.56.

Dade County Public Schools, Miami, Fla.

Pub Date—71

Note—56p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Critical Reading, *Curriculum Guides, Eighteenth Century Literature, Fiction, Formal Criticism, Historical Criticism, Literary Criticism, *Literary Genres, *Literature Appreciation, Nineteenth Century Literature, *Novels, *Secondary Education, Teaching Guides, Twentieth Century Literature

Identifiers—*Quinmester Program

This course outline for the study of novels by representative writers of the eighteenth, nineteenth, and twentieth centuries emphasizes the various novelistic forms. Study objectives include: (1) explanation of how psychological elements motivate characteristics; (2) explanation of how sociological factors influence characters and situations; (3) discrimination between historical and nonhistorical elements; (4) classification of a novel according to one of the following forms: detective, sentimental, novel of manners, regional, picaresque, Gothic, epistolary, and autobiographical. The course rationale is that vicarious experiences will help the student to better understand himself. A list of numerous teaching strategies is supplemented by an extensive bibliography of teacher and student resources: textbooks, supplementary materials, reference materials, professional books, periodicals, and films. (Author/DI)

0514 ED 063 603
Manzo, A. V.
Self-Discovery through Reading.
Pub Date—Mar 72
Note—8p.; Paper presented at the Univ. of Virginia Conference on Improving the Teaching of Reading in Content Areas; Partial report on the UMKC role in the EPDA (COMPASS) Pro[illegible]
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, Death, Discussion Groups, *Enrichment Activities, Reading Comprehension, Relevance (Education), *Secondary School Curriculum, Student Needs, Student Participation, Student Projects, *Study Guides, Teaching Methods, Urban Education
Described are two English units–Aggression and Death–developed at the University of Missouri-Kansas City, intended for use in the inner city secondary school. Built on the premise that erudition should be an extension of the search for self-knowledge, both units involved the students in a general discussion of how aggression (or death) is apparent in our daily lives and analyzed the ways in which we cope with these problems. Following the reading of a specially prepared article (e.g., high interest, low vocabulary), as well as more literary articles for information on the topic, a reading guide was used to further language skills and an understanding of the issues. Group discussion and student interviews with the author of the special article encouraged a deeper analysis of the subject. Finally, the students were asked to complete one of five possible independent projects. An initial evaluation of the unit on Aggression showed the need for more student participation; consequently a "Think and Do" section (involving questions and activities) was added to the unit on Death. It was generally felt that a discussion of any topic works best by looking first to the needs of the students, and then to the available materials. (HS)

0515 ED 062 100
Blumenfield, Marian J.
Language Arts: Reading for Meaning.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, *Course Content, Listening Skills, *Program Guides, *Reading Comprehension, *Reading Instruction, Reading Skills, Resource Materials, *Secondary Education, Teaching Methods, Tests
Identifiers—*Quinmester Program
A skills development course for secondary grades is outlined which is designed to improve skills in reading for understanding via the identification of main and subordinate ideas, reading and listening for directions and purposes, and reading and listening for information. It is aimed to assist both students with satisfactory performance and students with lower achievement. Sections on performance objectives, assessment devices, rationale, range of subject matter, teaching strategies, teacher resources and student resources are included. A list of assessment instruments is also given. (AW)

0516 ED 062 099
Gibson, Madelyn
Language Arts: Acceleration.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Auditory Perception, Behavioral Objectives, *Content Area Reading, Course Content, Multisensory Learning, *Program Guides, Reading Comprehension, *Reading Instruction, Reading Rate, Resource Materials, *Secondary Education, *Study Skills, Teaching Methods, Visual Perception
Identifiers—*Quinmester Program
This program guide outlines an advanced laboratory course using multimodal materials from junior high school to college which is designed to improve reading and comprehension, visual and auditory efficiency, and study skills. Each student begins at a test-determined level and progresses as skill and efficiency increase. The basic purpose is to provide students with an opportunity to practice those reading skills which will be most helpful to them in reading the quantities of materials required in many content courses. Performance objectives, rationale, course content, teaching strategies, student resources, and teacher resources are included. (AW)

0517 ED 024 681
Marcus, Fred
Rx for Teachers of Literature: The Rewards of Rigorous Reading.
Pub Date—Apr 68
Note—3p.
Journal Cit—Educators Guide to Media and Methods; v4 n8 p14-5 Apr 1968
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, *Critical Reading, Discussion (Teaching Technique), *English Instruction, Interpretive Reading, Literary Criticism, Literary Discrimination, Literature, *Literature Appreciation, Perception, Reading Comprehension, *Reading Improvement, Reading Skills, Student Reaction, *Teaching Methods
All literature teachers agree that students should read with perception, enjoy reading, and continue reading after classes have ended. Because perception promotes the pleasure that leads to continued reading, the basic step toward improved reading is to increase perception. The "index-card" system, which focuses attention on textual explication, invites the student to react to a story and to record on cards his responses, together with the lines or details that prompted them. Then, in class discussion of noted passages, the students can compare their reactions and ideas. Such an approach benefits the teacher because he becomes sensitive to precisely how students respond to particular works and he receives, through their various viewpoints, the raw materials which he can use in a discussion of the work. More importantly, this method benefits the student by encouraging him to respond to the work, to share ideas with his classmates, and to evaluate his own insights through the class discussion. The pleasure derived from increased perception then leads to additional attempts to understand the story more completely. (LH)

0518 ED 024 549
Early, Margaret J.
Teaching Comprehension Skills in Secondary School.
Pub Date—1 Nov 68
Note—13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cloze Procedure, *Comprehension, Discussion (Teaching Technique), *Intellectual Development, Learning Processes, Oral Reading, Questioning Techniques, *Reading Comprehension, *Secondary Schools, Study Guides, *Teaching Methods
Understanding ideas, drawing inferences, and recognizing the author's organization and purpose are teachable comprehension skills. Prereading discussions can stimulate students to think before reading, to survey the material, and to raise questions which focus attention while reading. A study guide can develop comprehension through careful questioning which causes students to reason and to draw inferences, and post-reading discussions will allow students to develop thought processes as they verbalize their own thinking. Finally, practice in analyzing the learning process, work in oral reading, use of the cloze procedure, and time and practice help teachers to develop students' comprehension skills. (RT)

0519 ED 020 075
KINKEAD, THOMAS LEVINE, MILTON
TEACHING LITERATURE AND READING SIMULTANEOUSLY, NINTH GRADE ENGLISH.
Ramapo Central School District 2, Spring Valley, N.Y.
Pub Date—64
Note—56P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Content Area Reading, Creative Reading, English Literature, Functional Reading, *Grade 9, Group Discussion, *Individual Differences, Interpretive Reading, *Literature Guides, Literature Programs, Reading Comprehension, Reading Instruction, Reading Programs, Study Skills
SPECIFIC STUDY MATERIALS AND A GUIDE FOR TEACHING READING COMPREHENSION AND LITERATURE ARE PRESENTED. THE STUDY MATERIALS PROVIDE FOR A WIDE RANGE OF ABILITY AND ACHIEVEMENT AND ARE APPLIED TO THE TITLES REGULARLY USED IN THE NINTH-GRADE LITERATURE PROGRAM OF THE RAMAPO CENTRAL SCHOOL DISTRICT IN SPRING VALLEY, NEW YORK. EXCERPTS FROM "THE THREAD THAT RUNS SO TRUE," "ROMEO AND JULIET," "THE ODYSSEY," AND "GREAT EXPECTATIONS" ARE FOUND IN THE LITERATURE ANTHOLOGY "ADVENTURES IN READING." ATTENTION IS GIVEN TO READING FOR DETAILS, MAIN IDEA PLACEMENT, VOCABULARY, WORD AND PHRASE MEANING, RELATIONSHIPS, CAUSE AND EFFECT, SEQUENCE OF EVENTS, PREDICTING OUTCOMES, READING FOR INFERENCE, IDENTIFICATION OF FORESHADOWING, PLOT STRUCTURE, TOOLS OF THE POET, CHARACTERIZATION, CHARACTER ANALYSIS, AND CHARACTER DEVELOPMENT IN THE VARIOUS EXERCISES INCLUDED. AN ANSWER KEY IS PROVIDED, ALTHOUGH THE AUTHORS CAUTION THAT THERE ARE FEW ABSOLOTE ANSWERS FOR EXERCISES DESIGNED TO STIMULATE EXPLORATION AND DISCUSSION. (KJ)

0520 ED 013 182
SCHICK, GEORGE B.
IMPROVING THE LITERATURE PROGRAM–POETRY.
Pub Date—MAY67
Note—15P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Instruction, College Programs, *Literature Appreciation, Literature Guides, *Poetry, *Reading Comprehension, *Teaching Methods
Identifiers—Purdue University IN
METHODS OF DEVELOPING AN APPRECIATION FOR POETRY IN COLLEGE READERS WHILE INCREASING THEIR READING COMPREHENSION ARE DESCRIBED. A DISCUSSION OF YOUNG PEOPLE'S FEAR OF POETRY IS INCLUDED. THE FOLLOWING TOPICS ARE SUGGESTED FOR POETRY ANALYSIS–TYPES OF STRUCTURE, PATTERNS, THOUGHT OR FEELING, HISTORICAL SIGNIFICANCE, LANGUAGE EXPRESSION, SYNTAX, AND TYPES OF DEVICES. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (RH)

0521 ED 013 180
SAILER, CARL
DEVELOPING CRITICAL READING POWER THROUGH NEWSPAPER READING.
Pub Date—MAY67
Note—16P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, Reading Instruction, Reading Skills, *Secondary Schools, Teaching Methods
Identifiers—Jersey City State College NJ
A METHOD OF DEVELOPING CRITICAL READING POWER BY ANALYZING ADVERTISEMENTS, CARTOONS, EDITORIALS, AND CONTROVERSIAL ISSUES FOUND IN NEWSPAPERS IS DESCRIBED. SPECIFIC EXAMPLES OF TEACHING PROCEDURES ARE GIVEN. IT IS SUGGESTED THAT A WIDE RANGE OF NEWSPAPERS BE USED SO THAT THE DIFFERENT VIEWPOINTS EXPRESSED IN COLUMNS, EDITORIALS, AND POLITICAL NEWS AND THE UNWARRANTED EDITORIALIZING IN STRAIGHT NEWS STORIES CAN BE DETECTED. CRITICAL READING IS CONSIDERED A THREE-LEVEL PROCESS–COMPREHENSION, INTERPRETATION, AND EVALUATION. IT IS POINTED OUT THAT NOT ALL NEWSPAPER ARTICLES ARE SUITABLE FOR DEVELOPING CRITICAL READING POWER AND THAT THE NEWSPAPER IS NOT GOOD MATERIAL FOR REMEDIAL READING. (RH)

0522 ED 001 490
COOPER, DAVID
LITERACY IS NOT ENOUGH.
Portland Public Schools, Oreg.
Report No.—LA-65
Pub Date—62
Note—25P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Comprehension, *Critical Reading, Curriculum Guides, Instructional Materials, *Intellectual Development, *Reading Skills, *Teaching Methods
Identifiers—OREGON, PORTLAND

LEARNING THE BASIC SKILLS OF READING AND WRITING IS NOT SUFFICIENT FOR A HIGH SCHOOL EDUCATION. ALL STUDENTS SHOULD COMPREHEND, AND REACT CRITICALLY TO, THE IDEAS AND PROBLEMS ABOUT WHICH THEY READ. STUDENTS WHO WERE CONSIDERED MATURE READERS COULD DISTINGUISH FACT FROM OPINION, DISTINGUISH BETWEEN CONNOTATIVE AND DENOTATIVE LANGUAGE, AND DRAW INFERENCES FROM AND JUDGE THE VALIDITY OF THE IDEAS PRESENTED. THE BEST SOURCES OF MATERIAL TO DEVELOP CRITICAL READING SKILLS WERE JUDGED TO BE NEWSPAPER AND MAGAZINE ARTICLES WHICH REFLECT THE ROLE OF LANGUAGE IN FORMING OPINION, CREATING MISUNDERSTANDINGS, AND ACCENTUATING DIFFERENCES. THE FIRST STEP IN TEACHING CRITICAL READING SKILLS STARTS WITH WORD MEANINGS. TO DEVELOP SUCH SKILLS, STUDENTS MAY EACH DESCRIBE THE SAME PHOTOGRAPH AND DISCUSS HOW THEIR DESCRIPTIONS DIFFER FROM ONE ANOTHER. THE SECOND STEP CONNECTS LANGUAGE AND REALITY, REACTING TO WORDS AS SYMBOLS FOR THINGS AND IDEAS. THE THIRD STEP DISTINGUISHES BETWEEN REFERENTIAL AND NONREFERENTIAL, DESCRIPTIVE AND EMOTIVE LANGUAGE. A SUGGESTED ACTIVITY WAS TO INDICATE WHETHER CERTAIN WORDS HAD FAVORABLE OR UNFAVORABLE CONNOTATIONS. THE FOURTH STEP WAS TO RECOGNIZE THE WRITER'S AND THE READER'S PURPOSES. AN ACTIVITY THAT COULD DEVELOP THIS SKILL WOULD BE TO FIND EXAMPLES OF MATERIAL WRITTEN IN DIFFERENT LANGUAGE STYLES FOR DIFFERENT AUDIENCES, BUT WITH ESSENTIALLY THE SAME PURPOSE. THE FIFTH STEP WAS TO DISTINGUISH AMONG FACTS, JUDGMENT, INFERENCES, AND NORMATIVE STATEMENTS. FOR EXAMPLE, A COPY OF A POLITICAL SPEECH COULD BE TALLIED FOR THE NUMBER OF JUDGMENTS AND OBSERVATIONS IT CONTAINS. THE SEVENTH STEP, THE USE OF METAPHORS, COULD BE EMPHASIZED BY WRITING OUT THE IMAGES EVOKED BY METAPHORS AND COMPARING INDIVIDUAL RESPONSES. THE EIGHTH STEP, CRITICAL READING, WAS THE COMPREHENSION OF WHAT WAS READ IN ORDER TO DRAWN CONCLUSIONS.

CONTENT READING

0600 ED 180 928

Felder, Dell And Others

The Basics: Bridges to Success in Social Studies.

Pub Date—78

Note—21p.; An attachment, Chapter nine of Magruder's "American Government", 1977 was removed; Paper presented at Annual Convention of the National Council for the Social Studies (Houston, TX, November 25, 1978)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Needs, Educational Problems, Evaluation Methods, Instructional Improvement, Mathematics Instruction, Reading Ability, Reading Difficulty, *Reading Skills, Secondary Education, Skill Development, *Social Studies, Speeches, Student Motivation, Teacher Role, *Teaching Methods

The paper suggests rationales and practical procedures for improving student learning skills in high school social studies courses. A major objective is to help classroom teachers minimize problems brought about by the mismatch between student capabilities and program demands. It is hypothesized that secondary social studies teachers have not usually had formal training in teaching the basic mathematics and reading skills required for comprehending textbook material. To rectify these deficiencies in teacher training, the document presents tips on assessing student reading ability, determining textbook readability, teaching content vocabulary, providing structure to reading assignments through directed activities, and helping students comprehend content presented through mathematics. Included in the descriptions of each of these procedures are background information, formulas used to calculate various ability ranges, vocabulary definitions, suggested reading, and pointers on specific learning problems of which teachers should be aware. Information is presented in textual form and is illustrated by means of graphs, charts, pictographs, tables, and scale drawings. (Author/DB)

0601 ED 179 460

A Learning Guide for Social Studies Skill Development 7-12.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.; Wisconsin State Dept. of Public Instruction, Madison. Social Studies Curriculum Study Committee.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—186p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Basic Skills, Citizen Participation, Communication Skills, Content Area Reading, Critical Thinking, Interpretive Reading, Learning Activities, Map Skills, Problem Solving, *Process Education, Reading Skills, Secondary Education, *Skill Development, *Skills, *Social Studies, Statistical Analysis

Eight social studies skills and strategies for their implementation at the secondary level are outlined. Each skill is presented in a separate chapter which defines the skill, offers a rationale for its inclusion, and provides sample activities. Chapter I focuses on listening and speaking skills. Activities emphasize using a recording to develop skill in listening for main ideas and using oral reports to develop speaking skills. Chapter II, Reading Skills, outlines study techniques based on surveying, questioning, reading, reciting, and reviewing. Activities in Chapter III, Writing Skills, include describing candidates for public office, writing precis and summaries, and developing theses. Chapter IV, Observation Skills, involves interpreting editorial cartoons, charts, and graphs. Chapter V discusses space and time orientation. Students identify states from cards containing fragments of maps and draw a map of the world from the perspective of different countries. Chapter VI focuses on quantitative skills. Students generate and display data on television viewing habits and number of jobs available through newspaper advertisements. Chapter VII presents activities for problem solving. Students develop hypotheses from newspaper stories, complete a research assignment, and examine case studies. Chapter VIII features democratic participation skills. Activities include rating political candidates and writing a position paper. Sample case studies, methods for stimulating reflection, and methods for building a skill network are included. (KC)

0602 ED 178 864

Aukerman, Robert

Reading in Specific Content Areas, Developing a Profile of Problems in Reading in Your Content Area.

Pub Date—Jun 79

Note—15p.; Paper presented at the Annual Meeting of the West Virginia University Reading Center (1st, Morgantown, VA, June 27-29, 1979); For related document, see CS 005 092

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Elementary Secondary Education, *Needs Assessment, *Reading Ability, Reading Materials, *Reading Material Selection, *Student Attitudes, *Teacher Role, Teaching Methods

Teachers can improve students' content reading by preparing reading profiles in terms of student abilities, instructional material selection, and content learning objectives. These profiles should contain the following elements: orientation questions that give the teachers their present bearings; the identification of the readability levels of textbooks, weekly news magazines, and ancillary materials used in the course; the identification of student reading abilities and learning potentials; the relationships between students' past experiences, their self-concepts, and their attitudes toward the subject; the teacher's own concept of a content teacher's role; the current trends in teaching the subject area; and the reading resources currently available in the content area. As teachers fill in the reading profile for their classes, they begin to see how they can enhance learning, improve performance, develop student thinking skills, motivate students, and effect change in the subject area. (RL)

0603 ED 177 070

Pilch, Benjamin

Linkage Manual V, Social Studies II.

New York City Board of Education, N.Y.

Pub Date—Feb 78

Note—148p.; Captions under photographs may not reproduce clearly in paper copy due to small print type throughout original document

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Ancient History, Cultural Awareness, *Educational Objectives, *History Instruction, *Inquiry, Instructional Materials, Junior High School Students, *Learning Activities, Reading Skills, Secondary Education, *Skill Development, *Social Studies

The linkage manual presents social studies material in story outline form. Linkage refers to the bonding of study skills (particularly logical thinking and reading) with subject area content. The document is intended as an aid to intermediate and junior high school classroom teachers as they develop and/or adapt social studies materials to meet the particular needs of their students. Seventeen sample lessons are presented. Topics focus on life in earliest times, earliest civilizations, contributions of ancient China to the world, events leading to the crusades, and reasons for seeking a new route to the East. Activities involve students in locating answers, using charts and diagrams presented in the lessons, writing brief answers to questions based on reading in the lessons, drawing time lines, listing sequences of events, participating in educational games, and matching ideas with clues presented in the lessons. For each lesson, information is presented on a social studies objective; a reading objective; background information involving illustrations, maps, and questions; vocabulary development exercises; context clue exercises; silent reading suggestions; and reading and social studies questions. Supplementary reading suggestions are listed for each topic. (DB)

0604 ED 176 231

Clary, Linda Mixon

The Why and a Little How-Teaching Reading in the Content Areas.

Pub Date—[74]

Note—7p.; Guide prepared at Augusta College

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Elementary Secondary Education, *Individualized Reading, *Language Experience Approach, *Reading Improvement, *Reading Instruction, Reading Skills, *Teaching Methods

Most content area teachers face a common problem–students who cannot read their textbooks or who do so with difficulty. Before they can provide help for such students, teachers must first try to understand the reasons why the students have reading problems and then they must find some way to teach subject content and reading at the same time. Among the many reasons for the poor reading of students are a lack of student skills, text materials that are too complex, curriculum pressures that make teachers feel that they do not have the time to teach both content and reading skills, and a lack of teacher training in the teaching of reading. However, there are two approaches to the teaching of reading that can be easily modified for use in the content areas–the language experience approach and the individualized reading approach. Both of these approaches have the advantage that the content teaching continues at the same time as reading instruction. The teacher who uses both also demonstrates an insight into why students have problems reading in the content areas, and a willingness to help solve those problems. (FL)

0605 ED 174 440

Rezba, Richard J.

Science as a Vehicle for Reading.

Pub Date—79

Note—22p.; Paper presented at the International Conference on Science Education (Barbados, West Indies, April 20-22, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cloze Procedure, Conference Reports, Integrated Activities, *Interdisciplinary Approach, *Readability Formulas, *Reading Instruction, *Science Activities, Science Education, Science Instruction, Student Experience, Teacher Education, *Teaching Methods

This article presents a rationale for incorporating reading activities with science. It emphasizes that science investigations can provide a background for, and an interest in, reading among students. Three approaches for using science as a vehicle for reading are given: (1) the unit approach; (2) the tradebook, activity card approach; and (3) the independent reading and investigation approach. A lengthy list of references related to integrating reading with science are given. (SA)

0606 ED 174 438

Rezba, Richard J.

Elementary Science and Reading Activities for Teacher Educators.

Pub Date—78

Note—8p.; Paper presented at the annual meeting of the National Science Teachers Association (Washington, D.C., April 1978); Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary School Science, Higher Education, Integrated Activities, *Interdisciplinary Approach, Methods Courses, *Preservice Teacher Education, Program Descriptions, *Reading Instruction, Science Education, *Science Instruction, Student Experience, Teacher Education, *Teaching Methods

The author suggests ways reading can be integrated with science and describes the reading activities in an elementary science methods course. The activities include: (1) selecting a science tradebook for children to review and for the teacher to analyze vocabulary; (2) helping children review science tradebooks; and (3) encouraging independent reading and investigation by preparing instructional cards. Several sources of children's readings in science are included. (SA)

0607 ED 171 592

Brown, Rod And Others

Science/Reading.

Alaska State Dept. of Education, Juneau.

Pub Date—Oct 78

Note—58p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Instructional Materials, Readability, Reading Development, *Reading Skills, *Science Instruction, Science Materials, *Sciences, Science Teachers, *Secondary Education, Teaching

Guides, Vocabulary
Identifiers—Alaska Department of Education
This manual contains examples of techniques for science teachers to use in making the teaching of reading a simultaneous function of teaching science. The task force members of a three day work session with the Alaska Department of Education used science texts from their own programs to provide samples of various activities and guides. Each section begins with an explanation of the technique in that section. The readability graph developed by Edward Fry at Rutgers University is presented with directions for its use. Sample science textbook usability checklists are included with four categories that aid the teacher in selecting texts. A simplified technical vocabulary analysis chart allows the science teacher to plan for teaching technical vocabulary and skills at the same time. Sample concept guides illustrate the technique of determining major concepts that students should acquire and listing them in short phrases. Students then can select statements which underlie the major concepts. Teachers are guided in analyzing a passage to determine a pattern of organization which supports the major concepts. Students later will be expected to indicate whether statements actually occurred in the passage and must identify the major concept supported by the statement. Samples in science comprehension and vocabulary reinforcement help teachers guide students in interacting with important technical terms. (SA)

0608 ED 170 710
Pavlik, Robert A.
Making an Impact by...Reading in the Content Fields.
National Association of Secondary School Principals, Reston, Va.
Pub Date—May 79
Note—13p.; Curriculum Report, Volume 8, Number 4, May 1979
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (single copies, $0.50 each; Discounts on quantity orders; Payment must accompany orders of $10.00 or less)
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Communication (Thought Transfer), Content Analysis, *Content Area Reading, *Critical Reading, Elementary Secondary Education, Program Descriptions, *Reading Comprehension, *Reading Instruction, *Reading Programs, Teaching Methods, *Textbook Content
Noting that the terms "language of mathematics," "language of science," and "language of business" represent very real language differences which frustrate even good readers, this curriculum report suggests several procedures teachers might use to assist students in reading in varied content areas. The procedures include teaching students to recognize how textbook authors shape concepts by the use of sentences, paragraphs, and graphic aids; serving as models for students by adjusting reading rates, by learning new vocabulary, by identifying how authors' shape concepts, and by struggling with problems; selecting reading materials in content fields on the basis of conceptual as well as technical difficulty; and strengthening student responsibilities in reading assignments. Descriptions of several successful programs for content reading instruction are included. (DF)

0609 ED 167 948
Smith, Christine C.
Reading for the "Non-Titled" Underachiever: A Holistic Approach.
Pub Date—Nov 78
Note—18p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Content Area Reading, *Directed Reading Activity, *Language Arts, Lesson Plans, Literature Appreciation, *Reading Instruction, Secondary Education, *Teaching Methods, *Underachievement
Identifiers—*Holistic Approach
A holistic approach to teaching reading can assist the underachieving student. The holistic approach includes each of the communication arts in teaching strategies: listening, writing, reading, and oral language (speaking), each of which interacts with the content area. By using the student's own natural abilities to predict, confirm, comprehend, and self-correct in developing teaching strategies within the communication arts in the content area, the teacher can provide a holistic learning experience. (Two demonstration lessons are provided indicating specific steps for the teacher to take and what communication arts and natural abilities are to be utilized. One begins with graphics; the other includes a directed reading activity.) (TJ)

0610 ED 166 660
A Reading Program for the 70s: Physical Education.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date—78
Note—13p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Resources, Elementary Education, *Language Arts, *Language Skills, *Learning Activities, Movement Education, *Perceptual Motor Learning, *Physical Education, *Reading Instruction, Teaching Guides, Vocabulary Development, Writing Skills
Identifiers—Right to Read
Activities that promote perceptual motor development and that link language arts experiences to physical education are described in this guide. The 13 activities for students in kindergarten through grade three include playing games that relate movement and cognition, moving to music, describing sensory experiences, and defining words used to designate movement. The 18 activities for students in grades four through six involve students in such experiences as writing rules and strategies for an original game, planning a playground for the school, interacting on the interpretation of written words, and reading sports poems. Among the 14 activities for students in grades six through eight are reading and discussing sports books, making a sports dictionary, and writing about various aspects of physical education. A list of relevant books and phonograph records is included. (GT)

0611 ED 149 303
Koenke, Karl Monteith, Mary K
Reading Instruction in the Content Area.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Iowa State Dept. of Public Instruction, Des Moines.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Contract—400-75-0029
Note—41p.; Document is part of Project INFORMS
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, *Content Area Reading, Elementary Secondary Education, Mathematics, Minimum Competency Testing, Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Skills, Sciences, Social Studies, Study Skills, *Teaching Methods, Vocabulary
Increased public concern about students' basic skill levels and about the need for minimum-competency tests has placed part of the responsibility for reading-skills development on content-area teachers. This annotated bibliography is a resource guide for content-area teachers who want to integrate reading-skills instruction with their subject areas. The resources discuss ways to match the reader to the text; teaching techniques for improving comprehension, vocabulary, and study skills; and specific suggestions for English, mathematics, science, and social studies instruction. A reference bibliography is included. (RL)

0612 ED 148 714
Learning Partners: Reading and Social Studies.
Texas Education Agency, Austin.
Pub Date—77
Note—37p.; For a related document, see SO 010 646
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cloze Procedure, Content Area Reading, Directed Reading Activity, Elementary Secondary Education, Language Arts, *Measurement Techniques, Readability Formulas, *Reading, Reading Ability, *Reading Comprehension, Reading Instruction, *Reading Level, *Reading Skills, *Social Studies, Teacher Effectiveness, Teaching Methods, Vocabulary
The bulletin contains suggestions for secondary level social studies teachers to improve students' reading skills in social studies while at the same time enhancing the learning of social studies content. The materials can be easily adapted for elementary grades. Chapter one describes specific procedures for determining student reading levels. Three levels of reading skills are defined: independent, instructional, and frustration. To determine these levels, the book explains the use of informal reading inventories, the cloze test procedure, and the San Diego Quick Assessment technique. Chapter two discusses ways to estimate the reading level of social studies materials based on average sentence length, average number of syllables in the words, and number of unfamiliar words. Specific readability formulas which make use of these variables are the Fry, SMOG, Flesch, and Dale-Chall. Chapter three suggests ways to improve social studies vocabulary skills, comprehension, and thinking skills. Techniques include teaching words in context; using concrete examples; and having students examine words for meaningful parts. How to administer a directed reading activity is explained, as well as how to ask questions that make use of memory, interpretation, and analysis skills. (AV)

0613 ED 143 562
Otero, George G., Jr. Moeller, Carol
Teaching Reading in the Social Studies: A Global Approach. Skills Series, Volume One.
Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—195p.; Pages 101-106, 255-264, 323-326 of the original document are copyrighted and therefore are not available. They are not included in the pagination
Available from—Materials Distribution, Center for Teaching International Relations, University of Denver, Denver, Colorado 80208 ($8.95 plus $0.75 postage, paper cover)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Concept Formation, Concept Teaching, *Content Area Reading, Critical Reading, *Critical Thinking, Cultural Awareness, Cultural Interrelationships, Educational Objectives, Elementary Secondary Education, *Global Approach, Instructional Improvement, Instructional Materials, Learning Activities, Readability, *Reading Instruction, *Reading Skills, Resource Materials, Skill Development, *Social Studies, Student Attitudes
The guide is designed as an activity supplement for social studies teachers interested in helping students in grades 6-12 improve their ability to critically read social studies materials with a global focus. In addition, teachers are provided with basic tools to use in assessing the readability of social studies materials. The activities are based upon specific reading and thinking skills, concepts, content, and issues of importance in the social studies. The nine chapters deal with critical thinking and reading abilities such as formulating questions, identifying problems, gathering and categorizing information, making judgments, understanding different perspectives, recognizing bias, and analyzing propaganda. Chapter one defines basic reading skills necessary for understanding social studies materials. Chapter two presents activity models for reading social studies concepts. Chapters three, four, and five are concerned with word meanings, social studies vocabulary, and functional literacy. Chapter six presents activities to improve students' ability to read maps. Chapter seven provides teachers with systems for checking the readability of social studies materials. The concluding chapters focus on skills for reading newspapers and for analyzing and evaluating propaganda. Each chapter contains a general introduction followed by teaching activities for which objectives, grade level, time, materials, and procedure are specified. (Author/DB)

0614 ED 139 724
Mahoney, Joseph E.
Improving Reading Skills in Social Studies. How To Do It Series, Series 2, No. 1.
National Council for the Social Studies, Washington, D.C.
Pub Date—77
Note—9p.; For related documents, see SO 010 097-098 ; Not available in hard copy due to marginal legibility of the original document
Available from—National Council for the Social Studies, 1515 Wilson Boulevard, Suite number 1, Arlington, Virginia 22209 ($1.00 paper copy, quantity discounts available)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cloze Procedure, *Content Area Reading, Elementary Secondary Education, Measurement, Readability, Reading Ability, Reading Comprehension, *Reading Improvement, *Reading Skills, *Social Studies, *Teaching Methods, Vocabulary
Some practical ways to improve reading skills in social studies classes without sacrificing content objectives and goals are presented. It is emphasized that social studies teachers are best suited to teach reading skills in their own subject field. Social studies teachers need to focus on three reading skills: vocabulary development and word recognition skills, comprehension skills, and study skills. To make a conscious effort to help students improve reading skills, several methods are suggested for gaining an information base about students reading ability. These include use of standardized tests of reading ability; informal surveys of students' reading habits; and content inventory consisting of reading passages followed by questions about the main ideas, inference, and details. The cloze technique, in which students fill in blanks in a reading passage, indicates student understanding of the central idea as well as vocabulary development. Students' reading gaps can be determined by comparing their reading ability with textbook readability based on the Fry scale. Effective teaching techniques to improve content reading are discussed. These include purposeful reading directed by teachers' prereading questions and discussion, and the SQ3R method (survey, question, read, recite, review). Directed reading activity, in which teachers guide students through reading assignments, is recommended. In addition, students should keep vocabulary notebooks. (Author/AV)

0615 ED 134 972
Reading the Language of Mathematics.
Florida State Dept. of Education, Tallahassee.
Pub Date—[75]
Note—105p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Content Area Reading, Context Clues, Elementary Secondary Education, Mathematics, *Mathematics Instruction, Reading Comprehension, *Reading Instruction, Study Skills, *Symbols (Mathematics), Teaching Methods, *Vocabulary Development, Word Study Skills
The purposes of this booklet are to acquaint both mathematics teachers and reading teachers with some skills which students need for effectively reading the language of mathematics and to provide sample activities which may be used as an integral part of the mathematics class, in an effort to help students develop those skills. Since mathematics is an abstract science involving the use of a system with highly specialized symbolism and technical terminology, it is suggested that the mathematics teacher accept major responsibility for teaching students to read mathematics. A section on vocabulary and symbols discusses reading mathematical symbols, the directionality of such symbols, and reading mathematical words. Following directions, interpreting graphic materials, reading mathematical sentences, and reading and solving word problems are discussed in the comprehension section. Other sections include a detailed discussion of study techniques, a list of books suggested for voluntary mathematical reading, a bibliography, and a list of resource materials suggested for teachers. (MKM)

0616 ED 134 971
Physical Education and Reading: A Winning Team.
Florida State Dept. of Education, Tallahassee.
Pub Date—Apr 75
Note—85p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Auditory Discrimination, *Content Area Reading, Decoding (Reading), Elementary Secondary Education, Listening Comprehension, *Perceptual Motor Learning, *Physical Education, Reading Comprehension, *Reading Instruction, *Reading Readiness, Study Skills, Teaching Methods, Visual Perception
The purposes of this booklet are to acquaint physical education teachers with the meanings of some terms used in reading that are related to physical education, to acquaint physical education teachers with reading skills that can be taught or reinforced through physical education activities, to provide a source or model of such activities, and to assist reading teachers in relating reading skills to physical education. Suggested activities are grouped in the areas of readiness, comprehension, decoding, reference and study skills, and diagnosis. Examples of sensorimotor activities listed under readiness include locating parts of the body, balancing on one foot, skipping, and coordinating eye/hand and foot-/eye movements. It is suggested that these activities be used by teachers in physical education and reading classes at all levels, to assist students in upgrading their reading skills. (MKM)

0617 ED 132 512
A Reading Program for the 70s: Science.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Grant—OEG-0-72-1575
Note—18p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Area Reading, Elementary Secondary Education, Learning Activities, *Reading Instruction, *Reading Skills, *Science Instruction
Identifiers—Georgia, *Right to Read
A rationale for the teaching of reading in conjunction with the teaching of science is developed and illustrated. Specific activities at elementary, middle, and secondary school levels are discussed in terms of the reading skills involved and the science processes stressed. (AA)

0618 ED 128 784
Graves, Michael F. And Others
Structuring Reading Activities for English Classes.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—Nov 76
Contract—400-75-0029
Note—36p.; Theory & Research Into Practice Series.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 47704, $1.50 non-member, $1.40 member)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Content Area Reading, *Directed Reading Activity, *English Curriculum, *Learning Activities, *Reading Assignments, *Reading Development, *Reading Instruction, Secondary Education, Teaching Methods
This booklet begins with a rationale for a strategy for structuring reading activities in the English classroom in order to facilitate growth in reading ability and to accommodate students with varying initial levels of achievement. Specific suggestions are provided for prereading activities, the reading itself, and postreading activities. A bibliography related primarily to the theoretical rationale for the activities is included. (AA)

0619 ED 123 564
Blake, Sylvia, Ed.
Teaching Reading Skills Through Social Studies and Science Materials.
New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
Pub Date—75
Note—33p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Content Area Reading, Elementary Secondary Education, Learning Laboratories, *Reading Instruction, *Reading Skills, Sciences, Social Sciences, *Teaching Methods
The purpose of this manual is to assist the reading teacher toward a fuller understanding of the processes and procedures applicable to the teaching of reading using social studies and science materials in the skills lab. For each of the two subject areas, the manual provides an overview, a list of teaching techniques for the various reading skills, and model lessons. An appendix indicates reading materials (with level) suitable for both subjects, and a brief bibliography lists references useful to teachers in organizing and integrating basic skills practices with content area approaches. (JM)

0620 ED 120 670
Earle, Richard A.
Teaching Reading and Mathematics. Reading Aids Series.
Pub Date—76
Note—91p.
Available from—International REading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 219, $4.50 nonmember, $3.00 member)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Content Area Reading, *Instructional Materials, Intermediate Grades, *Mathematics Instruction, *Reading Instruction, Reading Skills, Secondary Education, Teaching Guides, Teaching Methods
This monograph is designed to furnish classroom teachers with insight and ideas for teaching reading more carefully by emphasizing the what and how aspects of instruction. It is written for the teacher of mathematics in the middle and secondary grades who realizes the important relationship between effective reading skills and learning mathematics. At least one instructional suggestion per page is contained in what is intended as a practical and usable teaching guide. The guide includes such topics as learning to read mathematical symbols, skills for developing vocabulary, analyzing the meaning of words and comprehending the relationships among concepts, and assessing students' abilities. (RB)

0621 ED 119 154
A Reading Manual and Taxonomy for the Social Studies Classroom.
New York City Board of Education, Brooklyn, N.Y. Bureau of English.
Pub Date—Oct 74
Note—107p.; Not available in hard copy due to marginal legibility of original document; Best copy available
Available from—Board of Education of the City of New York, Division of Educational Planning and Support Bureau of English, 131 Livingston Street, Brooklyn, New York 11201 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Classification, *Content Area Reading, Curriculum Guides, Reading Diagnosis, *Reading Improvement, Reading Instruction, Reading Materials, *Reading Skills, Secondary Education, *Social Studies, Teaching Methods, Vocabulary Skills
Identifiers—*Right to Read
The purpose of this manual is to assist teachers in developing those reading skills necessary for successful social studies learning. Chapter I discusses the supportive emotional climate and necessary diagnosis that are concommitants. Chapter II discusses reading vocabulary and essential reading skills through selections and sample questions. Chapter III deals with teaching techniques which the teacher can acquire to assist students in the improvement of reading. Chapter IV contains a taxonmy as a guide to materials which can be used to teach needed skills. The guide focuses on a social studies approach to Africa and the United States Government. (Author/TS)

0622 ED 105 408
A Reading Program for the 70s: Social Studies and Reading.
Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.
Pub Date—75
Note—43p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Organization, *Content Area Reading, Directed Reading Activity, Elementary Secondary Education, Individualized Reading, Readability, Reading Instruction, *Social Studies, *Teaching Methods
Identifiers—Georgia, *Right to Read
A workable plan to help social studies teachers develop the competencies they will need to teach students to read social studies materials in grades K through 12 is provided in this document. A directed reading lesson is included which suggests practical techniques for improving reading skills. A unit sample and some suggested techniques for evaluation illustrate the use of many materials at varied reading levels. Suggested classroom organizational patterns which will help the teacher to individualize instruction and evaluation are also included. To be effective, teachers must know the reading levels of their students. Accordingly, this publication contains some techniques to determine those reading levels as well as the readability levels of social studies books and other written material. (Author/TO)

0623 ED 096 625
Reading Skills Development in Content Areas. Handbook I.
Hampton City School Board, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date—[73]
Grant—OEG-0-72-1235
Note—305p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Biological Sciences, *Content Area Reading, Earth Science, History, Junior High Schools, Mathematics, Natural Sciences, *Reading Development, *Reading Skills, Space Sciences, Teaching Guides, Unit Plan, *Units of Study
Identifiers—*Right to Read, Virginia, Virginia (Hampton)
This handbook, designed as part of the Right to Read Program in Hampton, Virginia, focuses on the development of reading skills within the content area classroom. Sections discussing the instructional and organizational strategies are followed by specific units of study. These individual units include learning objectives or concepts, materials, activities, and references. Unit titles are "The Universe," "Meteorology: The Study of Weather," "Water Communities," "Land Communities," "The Three States of Matter," "Energy To Do Work," "A Nation in Conflict," "A New Nation Is Launched," "Inch Pill," "Geometry," "Fraction Fun," and "Mini Unit on Percents." (JM)

0624 ED 089 198
Harker, W. John
A Classroom Reading Program.
Pub Date—May 74
Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Area Reading, Reading, Reading Achievement, Reading Comprehension, Reading Diagnosis, *Reading Improvement, *Reading Instruction, Reading Material Selection, *Reading Programs, *Secondary Education, Teaching Methods
Despite the continued lack of adequate professional preparation of secondary teachers in reading, there are steps which the secondary classroom content-area teacher can take to improve the reading ability of his students. The first thing the teacher must do is determine the specific reading and study skills required by students for content learning. This establishing of goals takes place before instruction begins. The next step is to determine the extent to which students possess these skills. When students' reading status has been assessed and their particular skills deficiencies determined, the teacher should gather reading materials which represent the range of reading abilities found in the classroom and provide practice in particular areas of weakness. The teacher must then decide upon patterns of classroom organization to maximize teaching effectiveness. The most obvious organizational pattern is to group students by their determined reading levels and to teach content using material written at the appropriate level of difficulty. Finally, the teacher should use a functional approach to evaluate students' growth in reading and study skills. (WR)

0625 ED 067 257
Improving Reading-Study Skills in Mathematics K-6.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date—72
Note—32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Concept Formation, *Elementary School Mathematics, *Independent Study, *Instruction, Instructional Materials, Mathematical Vocabulary, Mathematics, *Reading Skills, *Study Habits, Symbols (Mathematics)
Presented is the basis for an integrated approach to teaching reading skills and mathematics concepts at the elementary school level. A general explanation of concept formation, of oral and written language, and of mathematics symbols, with specific suggestions as to their application in mathematics, is included in the first section of the pamphlet. The second section deals with the specialized skills needed for reading and thinking in mathematics. These skills include decoding words and math symbols, understanding the processes of mathematics, and applying the decoding and comprehension skills to problem solving. A list of eight suggestions and two references are given to help the teacher and students in developing their mathematics vocabulary. Reading comprehension skills are detailed, with activities specified for helping students with story problems, graphs, and charts. The final section deals with the role of the teacher as one of management and includes a discussion of objectives, evaluation, diagnosis, and organization of materials and experiences. (DT)

0626 ED 059 859
Working Draft of Guidelines for the Teaching of Reading in the Content Areas.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Mar 71
Note—88p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Content Area Reading, *Curriculum Guides, Lesson Plans, Reading Comprehension, Reading Development, *Reading Instruction, Reading Skills, *Resource Materials, *Secondary Education, Secondary School Teachers
General guidelines for teaching reading in content area classrooms and specific suggestions for a number of content areas are included. The general guidelines are intended to familiarize personnel with critical areas in which they can help in developing reading skills. They suggest that teachers be masters of content subject matter, be aware of students' needs in reading, attempt to motivate and instruct students in reading at their individual levels, and be familiar with common reading and language terminology and sources of information. Specific suggestions are presented for art, business, driver education, English, foreign languages, health, home economics, industrial arts, mathematics, music, physical education, science, and social studies. Each content area section includes sample lesson plans. General references are included. (MS)

0627 ED 044 300
Gott, Margaret E., Comp. Wailes, James R., Comp.
High Interest - Low Vocabulary Science Books, Reading Level Grades 1-4 (Prepared for the Remedial Reading Teacher).
Colorado Univ., Boulder. School of Education.
Pub Date—Sep 70
Note—60p.
Available from—Bureau of Educational Research, School of Education, Univ. of Colorado, Boulder, Colorado 80302 ($1.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bibliographies, *Elementary School Science, General Science, *Instructional Materials, Readability, *Reading Difficulties, Reading Interests, *Remedial Reading
This booklist is intended for elementary school science students with high interest and low vocabulary skills. The Spache Readability Scale, Dale-Chall formula, sentence structure, paragraph flow, illustration, and diagram analysis or publishers stated grade level were used to determine grade level designations. The included interest level varies from about kindergarten through grade nine and reading level from grades one through four on general science topics including animals, amphibians, astronomy, birds, conservation, earth studies, electricity, fish, health, insects, machines, magnets, ocean life, plants, reptiles, seasons, spiders, space travel, trees, and worms. A list of publishers with addresses is included. (JM)

0628 ED 024 530
Fried, Marian And Others
Developmental Reading in Social Studies: U.S. Becomes a World Leader. A Guide for Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N.Y.
Pub Date—65
Note—99p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Content Area Reading, Context Clues, *Grade 8, Junior High Schools, Reading Comprehension, *Reading Instruction, *Social Studies, Study Skills, *Teaching Guides, Vocabulary Development
This unit guide, seventh in a series of seven, is designed to provide eighth-grade social studies teachers with materials that develop the facts, attitudes, and concepts of social studies and that also present reading and study skills instruction. Information about the United States as a world leader is presented along with reading exercises in assigned chapters of "This Is America's Story" by Wilder and Ludlom, a text to be used with average classes, and "Exploring America's History" by Schwartz and O'Connor, a text to be used with modified classes. New vocabulary words are introduced at the beginning of each chapter. Exercises provide practice in (1) making generalizations, (2) interpreting pictures, charts, and maps, (3) outlining, (4) reading under direction, and (5) the SQ3R study method. Questions directed to organization, cause and effect, and sequence and analogy are given. Combined questions applicable to both textbooks are also provided. (RT)

CURRICULUM GUIDES
ELEMENTARY

0700 ED 165 150
Griffith, Bernadette Crook, James W.
Curriculum Guide: Language Arts and Career Education, K-6.
Cashmere Consolidated School District, Wash.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—554AH50594
Pub Date—[76]
Grant—G007502304
Note—282p.; For related documents, see CS 204 597-599 ; Parts may be marginally legible due to print quality
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Career Education, Competency Based Education, *Curriculum Guides, Elementary Education, English Instruction, *Language Arts, *Learning Activities, Reading Instruction, Student Evaluation
As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades six through eight synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

0701 ED 165 149
Griffith, Bernadette Crook, James W.
Curriculum Guide: Language Arts and Career Education, K-5.
Cashmere Consolidated School District, Wash.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—554AH50594
Pub Date—[76]
Grant—G007502304
Note—413p.; For related documents, see CS 204 598-599; Parts marginally legible due to print quality
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Career Education, Competency Based Education, *Curriculum Guides, Elementary Education, English Instruction, *Language Arts, *Learning Activities, Reading Instruction, Student Evaluation
As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades kindergarten through five synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

0702 ED 163 485
Language Arts Teaching Guide, Level I.
Plano Independent School District, Tex.
Pub Date—Jun 76
Note—283p.; For related documents, see CS204554-556
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Education, Instructional Materials, *Language Arts, *Language Skills, *Learning Activities, *Reading Skills, Study Skills, *Teaching Guides, *Teaching Methods
Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this level one teaching guide was developed in Plano, Texas, as part of an elementary series keyed to the reading, language, spelling, and handwriting books used in that district. The guide is organized according to vocabulary, word attack skills, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills, and each page lists objectives, pertinent textbook sections, supplementary resources, and specific teaching ideas. The teaching ideas are accompanied by illustrations of required visual materials, and career information is included when it applies to individual objectives. (MAI)

0703 ED 161 008
Behavioral Objectives: Elementary Reading. Revised.
Wichita Public Schools, Kans.
Pub Date—74
Note—145p.
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavioral Objectives, Elementary Education, Phonics, Reading Comprehension, *Reading Skills, *Sequential Approach, Structural Analysis, Study Skills, *Teaching Guides, Vocabulary
Recognizing that behavioral objectives do not constitute a reading program but rather are instruments by which teachers may continually evaluate students' progress, determine their instructional needs, develop programs to meet those needs, and assess the results of those programs, this manual provides suggested behavioral objectives for four major reading skills areas (vocabulary, word attack, comprehension, and study skills). The skills are presented in sequential order with each skill building on those which precede it. Behavioral objectives and practices to achieve the objectives are presented in chart form for each skill area. (FL)

0704 ED 151 765
Wilmington Reading Curriculum: A Guide to Teaching Reading 4-6.
Wilmington Public Schools, Mass.
Pub Date—76
Note—350p.; See related document ED090530; A number of pages may not reproduce well due to poor type; Some material has been deleted due to copyright restrictions ; Best copy available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Content Area Reading, Creative Reading, Critical Reading, *Curriculum Guides, Educational Resources, Individualized Instruction, Intermediate Grades, *Learning Activities, Literature Appreciation, *Reading Instruction, *Reading Skills, Student Evaluation, Study Skills
This curriculum guide is based on the belief that a reading program should help students develop the skills needed to read with ease and satisfaction, learn to use reading as a tool for learning, and develop an appreciation of literature and a lifelong interest in reading. Chapters deal with study skills, reading in the content areas, literature, critical reading, and creative reading. Each chapter presents an overview of the skill area dealt with and suggests activities for helping students develop desired skills. The final two chapters describe strategies for providing for individual needs and suggest methods for assessing student reading performance and attitudes. Appendixes provide an index to curriculum materials, list word recognition and comprehension skills for five sequential levels, and offer suggestions for guiding silent reading, determining readability of reading materials, creating "activity boxes" for independent learning, planning a year-long "Use of Reading Program," and determining pupils' reading levels. A bibliography of materials that aid in teaching reading skills and literature appreciation is included. (GW)

0705 ED 150 576
Reading Curriculum Guide: A Guide for Basic Reading Skills for Lower and Upper Elementary Grades.
Monroe City School District, La.
Pub Date—May 77
Note—118p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Content Area Reading, *Curriculum Guides, *Educational Objectives, Elementary Education, *Learning Activities, Reading Comprehension, *Reading Instruction, Reading Readiness, *Reading Skills, Student Evaluation, Vocabulary Skills, Word Recognition, Word Study Skills
This curriculum guide suggests activities for teaching basic reading skills to elementary school students. The activities are grouped according to six major skill areas: reading readiness, word recognition, word analysis, word meaning, content reading, and reading comprehension. Within each group, the activities are listed according to the grade level for which they are most appropriate; a learning objective is specified for each activity listed. With the exception of the section on reading comprehension, each section of the guide includes checklists for evaluating individual students' skills in that area; the section on word recognition includes student review tests on using the dictionary. Although most of the activities in the guide are designated for students in grades one through six, some objectives and activities are listed for students in grades seven and eight. (GW)

0706 ED 137 734
Elementary Reading Guide, Level 1-6.
Caverna Independent School District, Horse Cave, Ky.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—71
Note—687p.
Pub Type— Guides - General (050)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors—Behavioral Objectives, Curriculum Guides, Elementary Education, Learning Activities, Lesson Plans, *Reading Development, *Reading Instruction, *Reading Programs, *Reading Readiness, *Reading Skills
Identifiers—Elementary Secondary Education Act Title III
This elementary reading curriculum guide is designed to provide a well-rounded program of reading instruction and includes the following components: a philosophy of elementary education, behavioral objectives, and characteristics of children of age 5 through age 15. The bulk of the document consists of plans which describe appropriate activities and materials for specific skill development, both for readiness level and for levels one through six. A bibliography of books, games, and workbooks is included. (LL)

0708 ED 122 817
The Electric Company Writers' Notebook.
Children's Television Workshop, New York, N.Y.
Pub Date—Aug 71
Note—57p.; Reproduced from best copy available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Dialects, Context Clues, Curriculum Guides, Developmental Reading, *Educational Objectives, Educational Television, *Guides, Interference (Language), Material Development, Morphophonemics, *Nonstandard Dialects, Phonetics, Phonics, Public Television, Reading, *Reading Instruction, Reading Processes, Reading Skills, Scripts, Spanish Speaking, *Television Curriculum, Word Recognition, Writing (Composition)
Identifiers—Childrens Television Workshop NY, *Electric Company
This handbook outlines the curriculum objectives for the children's television program, "The Electric Company." The first portion of the text delineates strategies for teaching symbol/sound analysis, including units on blends, letter groups, and word structure. A second section addresses strategies for reading for meaning, including processing morphemes, scanning for structure, and context clues. For each objective, examples are provided and teaching guidelines are suggested. Also included is a discussion of black dialect and possible difficulties in teaching English to Spanish speaking children. The appendixes include: (1) frequency and learnability lists, (2) a consonant elements chart, and (3) a percent of utility list for vowel combinations. (EMH)

0709 ED 114 798
Conforti, Diane Feeley, Dot
Reading Resource Manual for Intermediate Grade Levels.
Stoneham Public Schools, Mass.
Pub Date—74
Note—131p.; See related document CS 002 249
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Educational Media, Instructional Materials, Intermediate Grades, Problem Solving, *Reading Comprehension, Reading Instruction, *Reading Skills, *Resource Materials, *Study Skills, Suffixes, Vocabulary Development, Vocabulary Skills
This guide describes where specific skills are emphasized in the three reading texts (published by

Ginn, Holt, and Lyons and Carnhan) used in the intermediate grades in the Stoneham (Massachusetts) Public School System. The four major sections of the book are color-coded and include phonetic and structural analysis, vocabulary development, study skills, and comprehension and thinking skills. Literary plots, settings, and grammar lessons have not been included in this book. The specific skills listed include knowing consonants, word endings, suffixes, consonant blends, short and long vowels, root words, compound words, word meaning, synonyms, and acronyms; illustrating the main idea; problem solving; categorizing; recognizing tone and feelings of story and characters; reacting personally to story tone and feeling; drawing conclusions; knowing fact from opinion; and using dictionaries, catalogues, and encyclopedias. (TS)

0710 ED 112 376
Teaching Reading Skills. Volume I.
Montgomery County Public Schools, Rockville, Md.
Report No.—Bull-246
Pub Date—71
Note—297p.; Several pages will have marginal reproducibility due to small type; See related documents CS002162 and CS002163
Pub Type— Guides - General (050)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Course Descriptions, Evaluation Methods, Language Skills, Primary Education, *Reading Instruction, *Reading Programs, *Reading Skills, *Teaching Methods
This bulletin describes the reading program in the Montgomery County (Maryland) Public Schools and provides guidelines to help teachers assess the individual strengths and needs of their students. Ways in which the teacher may organize the classroom and ways in which children may be grouped in order to facilitate their learning are suggested. The bulletin also lists instructional materials and provides guidelines for selecting these materials in order to meet specific teaching purposes. A glossary of reading terms and a packet of assessment tasks are included. (LL)

0711 ED 105 412
Reading Handbook, Grades K-6.
Chula Vista City School District, Calif.
Pub Date—Sep 73
Note—80p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Guides, Elementary Education, Reading, *Reading Instruction, *Reading Materials, Reading Tests
Identifiers—California (Chula Vista)
This reading handbook was developed by the Chula Vista City School District (California) to assist teachers in planning a balanced reading program and in selecting the most effective instructional material for pupils from those provided by the state and district. The contents include: "Introduction"; "Assessment Materials," which discusses the Metropolitan Readiness Tests, San Diego State Quick Assessment, Instructional Reading Level Assessment, and Phonetic Skills Survey; "Pacing Schedule," which presents a schedule developed for five groups of learners; "Reading Skills," which looks at the reading programs contained in the Bank Street Readers, Harper and Row Reading Series (Strand I), Macmillan Reading Program, and Open Highways readers; "Individualized Reading Program," which outlines the procedures involved in an individualized reading approach; "Independent Oral Reading Program," which presents an independent activity for oral reading; "Instructional Materials," which lists state adopted readers, supplementary materials, and record keeping; and "Professional Books," which lists professional books in the area of reading instruction. (WR)

0712 ED 102 604
Stanfield, Esther, Ed. And Others
Reading and Language Arts, Goals and Objectives. Revised Edition.
Wheeling Community Consolidated School District 21, Ill.
Pub Date—Aug 73
Note—286p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Creative Writing, *Curriculum Guides, Dramatics, Elementary Education, Experiential Learning, *Language Arts, Language Skills, Listening Skills, *Reading Programs, *Reading Skills, Spelling, Study Skills
This curriculum guide for the language arts program is divided into four major sections. Section 1, Decoding, discusses such topics as visual discrimination, identifying colors, sight words, likenesses and differences, accent, compounds, contractions, possessives, abbreviations, syllables, hyphenated words, choral reading, correct phrasing, intonation, expression, diagrams, dictionaries, library skills, and reference books. Section 2, Critical Reading, discusses such topics as understanding the basic concept, main ideas, details, summarizing, paragraphs, headings, topic sentences, outlines, taking notes, comprehension, emotional reactions, problem solving, poetry, humor, fiction, literary models, plot structure, skimming, and proof reading. Section 3, Oral Communication, discusses dramatics, listening, speaking, interviewing, and telephoning. Section 4, Written Communication, discusses creative writing, expository writing, mechanics, handwriting, and spelling. Each topic is divided into three parts: concept, objective, and sample activity. (TS)

0713 ED 102 588
The Language Arts Curriculum Guide, K-5.
Mariemont City Schools, Ohio.
Pub Date—71
Note—99p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Guides, Elementary Education, *Language Arts, Language Skills, Nongraded Instructional Grouping, *Profiles, Reading Skills, Vocabulary
This guide was developed to help teachers instruct children in the language arts and develop children's language skills. Section 1 presents such topics as motor skills, listening skills, visual skills, vocabulary development, comprehension, oral expression, and written expression. Each topic is divided into three parts: skill sequence, teaching techniques, and suggested materials. Section 2 discusses such topics as hearing sounds, phonetics, word lists, vocabulary, improving penmanship, reading books, library procedures, television, and filmstrips. Section 3 discusses using tests, approaches to nongraded elementary school, reading expectancy levels, using a progress profile, motor skills profiles, and vocabulary development profiles. Section 4 contains lists of local resources, professional materials, publishing companies, and a bibliography. (TS)

0714 ED 101 345
Language Arts Guide, Grades Kindergarten-9.
Sycamore Community Schools, Cincinnati, Ohio.
Pub Date—74
Note—432p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—*Curriculum Guides, Decoding (Reading), Elementary Education, Grammar, Handwriting, Junior High Schools, *Language Arts, Literature, Literature Appreciation, Spelling, Teaching Methods
This curriculum guide provides a systematic sequence of experiences in the language arts for students in kindergarten trhough the ninth grade. The guide is organized in two main sections: (1) A Continuum of Skills, with divisions on decoding, critical skills in factual material and literature, handwriting, spelling, and grammar; and (2) Child Expectancies and Teaching, which consists of teaching strategy outlines for each grade level from kindergarten through ninth grade. A glossary is included. (JM)

0715 ED 101 321
Elementary Reading Guide.
Greenville County School District, Greenville, S.C.
Pub Date—74
Note—236p.; Prepared by the Reading Guide Committee
Pub Type— Guides - General (050)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Basic Reading, Elementary Education, Reading, Reading Improvement, *Reading Instruction, *Reading Programs, *Teaching Guides, *Teaching Methods
This reading guide is intended to assist elementary teachers in planning, implementing, and evaluating reading programs in order to improve reading instruction. The introduction discusses such topics as the status of reading in society and school, the purpose of reading instruction, and goals of reading instruction. "Organizing for Instruction" discusses the role of the teacher, grouping, and meeting individual needs. "The Reading Program Developmental" looks at readiness, directed reading activity, oral reading, supplementary reading, and recreational reading. "Specific Skills and Techniques for Teaching" looks at letter recognition, word recognition, structural analysis, phonetic analysis, vocabulary development, recall of specific facts, interpreting information, critical reading, reading in the content areas, and study skills. "Testing and Evaluation" discusses available tests, teacher's role in administering tests, interpretation of tests, and application of tests. Professional Development" presents suggested inservice activities and a form for determining inservice needs. And "Materials" lists professional and instructional materials. (WR)

0716 ED 098 492
Teaching Guide for Reading K-6. Fruitful Ideas.
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—74
Note—257p.; Prepared by Logan County Elementary Teachers
Pub Type— Guides - General (050)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Creative Writing, *Educational Media, Elementary Education, Evaluation, Independent Reading, Kindergarten, Listening, Motivation, Oral Reading, Phonics, *Reading, Reading Comprehension, Reading Difficulty, Reading Rate, Speech Communication, Study Skills, *Teaching Guides, Vocabulary
Identifiers—Elementary Secondary Education Act Title V
The purpose of this guide, developed by a committee of Logan County Elementary reading teachers, is to provide reference materials for the classroom teacher concerning reading lessons in several areas. Contents include sections on kindergarten, listening, phonics, vocabulary, oral reading, comprehension, following written directions, rate of reading, evaluation of child's progress, study skills, speaking, creative writing, reading difficulties, motivation, reading for enjoyment and independence, expanding interests and tastes, and instructional materials. (JM)

0717 ED 094 339
McGuire, Marion
Focus on Excellence; An Explanation of the Criteria Established by the New England Consortium for the Right to Read for Building Success-Oriented Reading Programs.
New England Consortium for the Right to Read, Kingston, R.I.; Rhode Island Univ., Kingston. Curriculum Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date—Nov 73
Note—41p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Criteria, Elementary Education, Instructional Materials, *Program Descriptions, *Program Development, Reading Improvement, *Reading Instruction, *Reading Programs
Identifiers—*Right to Read
The New England Consortium for the Right to Read Plan of Action is designed to assist participating school systems in meeting the national Right to Read goals by 1980. The purpose of the New England project differs from that of most projects in that it seeks to eliminate the possibility of failure rather than to deal with failure after it occurs. The 26 statements comprising the Criteria of Excellence for the project are organized under five main concerns: community and school climate, organizing and managing a reading program, staffing a reading program, selecting and utilizing materials, and fostering reading interests. (RB)

0718 ED 092 862
Elementary and Middle School Reading Program.
Avon Public Schools, Conn.
Pub Date—69
Note—129p.
Available from—Business Office, Avon Public Schools, 34 Simsbury Road, Avon, Connecticut 06001 ($5.50, Make checks payable to Avon Publishing Account)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Classes (Groups of Students), *Continuous Progress Plan, Curriculum Guides, Elementary Education, Informal Reading Inventories, Junior High Schools, Kindergarten, *Nongraded Instructional Grouping, Parent Teacher Conferences, Reading, Reading Ability, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Teaching Guides
Identifiers—Avon Public Schools CT
The purpose of this guide is to acquaint teachers with Avon's Nongraded Program and to make available to them a comprehensive set of guidelines relative to the concept of nongradedness and its subsequent implementation. The contents include a listing of the national sequence of change in elementary school organization, a discussion of the local processes of change in an elementary school organization, a comparison of graded and nongraded structures, questions and answers on Avon's nongraded program, a discussion of the general structure and implementation of reading in Avon's nongraded program, a physical readiness checklist, a social readiness checklist, informal reading inventories for 23 levels, suggestions for conducting parent-teacher conferences, suggestions for reporting to parents, examples of progress reports for kindergarten children, progress reports for primary children, examples of reporting intermediate students' progress, an example of a letter to be used for transfer of students to other school districts, a summary, and a glossary of reading terms. (WR)

0719 ED 090 569
Willford, Doris Millbranth, Karan
Language Arts...Third and Fourth Grade Instructional Materials; Staff Utilization for Continuous Progress Education.
Scottsdale Public Schools, Phoenix, Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—73
Note—187p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Curriculum Guides, *Diagnostic Tests, *Educational Testing, *Elementary Education, Grade 3, Grade 4, *Language Arts, Listening Comprehension Tests, Reading, Reading Instruction, Writing (Composition)
Identifiers—Elementary Secondary Education Act Title III
This language arts guide for third and fourth grade students consists of pretests and posttests for language arts skills, a student record card that identifies all the skills that are included, and activities sheets to be used with the Science Research Associates reading kits. The pretests and posttests for grade three are in primary type. The skills for both grades are divided into the areas of written language, listening, and oral language. Some of the specific skills covered include abbreviations, adverbs, creative writing, poetry, proofreading, library, listening attentively, following directions, sequence of events, conducting meetings, choral speaking, and phrasing and voice inflection. (WR)

0720 ED 081 004
Language Arts Guide, Grades 1-6.
York County School District 3, Rock Hill, S.C.
Spons Agency—South Carolina Region 5 Educational Services Center, Lancaster.
Pub Date—70
Note—132p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Curriculum Guides, Developmental Reading, Educational Media, *Elementary Education, Functional Reading, Instructional Materials, Language Acquisition, *Language Arts, Language Skills, *Reading, Reading Skills, Recreational Reading, Remedial Reading, *Teaching Guides
To be used with grades one through six, this language arts guide is intended to assist teachers in the task of teaching language development and mastery. The guide is divided into sections which describe (1) the characteristics of a good language arts teacher and of a sound basic reading program; (2) different types of reading (developmental, functional, recreational, and corrective or remedial); (3) basic language arts and reading skills for each grade level; (4) suggested materials (basal readers, supplementary readers, and periodicals); and (5) aids for the teacher of language arts (dictionary aids, tests, games, suggested follow-up activities, and miscellaneous aids). A bibliography and a list of publishers is included. (HOD)

0721 ED 068 904
Curtis, Hazen A. Caputo, Edward M.
Florida Agricultural Migrant Right-to-Read Program: A Suggested Set of Objectives.
Florida State Univ., Tallahassee. Coll. of Education.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date—Apr 71
Note—147p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Curriculum Guides, Elementary Education, Elementary School Curriculum, *Migrant Children, *Migrant Education, Reading, Reading Development, *Reading Programs
Identifiers—*Right to Read
This report presents a set of suggested behavioral objectives for the Florida Migrant Right-to-Read Program. Each proposed objective was considered in terms of its logical contribution to the development of reading competencies of migrant elementary school children and in terms of its relationship to the goals of the Right-to-Read Program. The program utilizes materials from fourteen publishers which are arranged into a wide variety of teachable packages. Each package requires from one to two weeks for completion with mastery, and each covers one or more basic skills as delineated on the scope and sequence charts included in the report. The content of the program and its materials is of a basic and functional nature-advertisements of family necessities, common signs found in buildings and along highways, simple forms and instructions, and literature which appeals to modestly educated persons. The program is being implemented in 35 Florida schools enrolling high percentages of migrant children. Outlines of objectives, skill descriptions, and sample materials are included. (Author/TO)

0722 ED 068 902
Reading Curriculum, Tentative. 1972.
Cincinnati Public Schools, Ohio.
Pub Date—Sep 72
Note—226p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Curriculum Guides, Elementary Education, *Elementary School Curriculum, Language Arts, *Reading, Reading Development, *Reading Programs
This guide to the instructional program in reading in the Cincinnati Public Schools is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and for assessing pupil mastery. Within this guide the total language program is viewed as a communicative process central to human life and the learning process. Hence, the natural interrelationships among the language arts are utilized in the planning of reading instruction and activity. Included are objectives for each level, scope and sequence of reading skills, role definitions, an interest checklist and inventory, and extensive sample lesson plans. (See ED 065 846 for related document.) (TO)

0723 ED 066 766
Fraser, Alice G.
Structure and Freedom: A Manual for Communication Arts 3-6.
Hartford Public Schools, Conn.
Pub Date—Jun 71
Note—55p.; Series 1-4 of approximately 15
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Audiovisual Aids, *Communication Skills, *Course Content, Elementary Schools, English Curriculum, Grade 3, Grade 4, Grade 5, Grade 6, Guides, Individualized Programs, *Instructional Materials, *Language Arts, Language Skills, Reading Instruction, Spelling Instruction, *Teaching Guides
Identifiers—Hartford Public Schools CT
This communication arts program is part of a larger plan designed to provide a continuing link between the language arts component of grades 3 through 6 and the language arts programs for middle and high schools in Hartford, Connecticut. The purpose of the program is to develop communication skills in sequence, and to relate all of the communication skills to each other. The student receives a foundation in perceptual training, oral language development, and reading-writing skills; the teachers and students are then given options for achieving their own objectives. Among the related materials used in this program are audio cards, cassettes, games, diagnostic tests, and supplementary books. Practical activities and suggestions are included in this course guide. The program also contains an evaluation form. (RS)

0724 ED 065 846
Reading Curriculum: Tentative.
Cincinnati Public Schools, Ohio.
Pub Date—Sep 71
Note—154p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Curriculum Guides, Developmental Reading, Elementary Education, Individualized Reading, *Reading, *Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Materials, Reading Programs, *Reading Skills, Teacher Role, Teaching Methods
The Developmental Reading Program K-6, one phase of the Reading Curriculum, provides teachers and administrators with a comprehensive guide to sound educational practices related to the teaching of reading skills. It is based on classroom experimentation and study of research findings by Cincinnati teachers, principals, and supervisors who have worked on this project the past three years. This guide is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and assessing pupil mastery. The present plan is to provide selected elementary school staffs, in grades kindergarten through six, with copies for tryout and reaction during the school year 1971-72. (Author/WR)

0725 ED 036 530
Guidelines (Tentative) to Elementary Language Arts, Grades 1-8.
Alaska State Dept. of Education, Juneau.
Pub Date—64
Note—54p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Communication Skills, *Curriculum Guides, *Elementary Education, *Language Arts, Listening Skills, Reading Skills, Speech Skills, *Teaching Methods, Writing Skills
Outlines for the development of a language arts curriculum in the elementary grades are presented in this state curriculum guide, which can also serve as a reference for the individual teacher of the communication skills. The philosophy behind the guide, suggested uses for it, and student evaluation procedures are followed by individual teaching units on (1) listening; (2) speaking-organization of thought, vocabulary, courtesy in speaking, body movements, voice; (3) reading-word recognition, interpretive skills, study skills, and literature; and (4) writing-usage, capitalization and punctuation, grammar, spelling, handwriting, proofreading. Each unit lists teacher activities, skills to be acquired, and a grade-by-grade schedule indicating when specific skills are to be introduced, taught, or maintained. (JM)

0726 ED 031 489
Elementary Language Arts Curriculum Outline.
Hawaii State Dept. of Education, Honolulu.
Pub Date—Dec 67
Note—31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beginning Reading, *Communication Skills, Creative Writing, *Elementary Education, English Curriculum, *English Instruction, Expository Writing, *Language Arts, Listening Skills, Literature, Primary Education, Reading Skills, Speech, Speech Communication, *State Curriculum Guides, Study Skills, Writing (Composition), Writing Skills
Identifiers—Hawaii
This curriculum outline reflects the current program in elementary language arts in the more exemplary classrooms in Hawaii. The program is described under four headings-reading, writing, literature, and speech. For reading and writing, in-

dividual skills to be mastered are listed for both lower and upper elementary grades. For literature, general goals are listed for both elementary levels. The speech program covers listening and speaking, and each subsection is divided into three grade levels: kindergarten, primary, and upper elementary. For each level, "skills," "oral language experiences," and "expected outcomes" are stated. Some of the skills covered include word perception, interpretation, oral and silent reading, self expression in practical writing, kinds of written expression, listening to follow directions, and learning to explain and give simple directions. (LH)

0727 ED 021 688
Reading, K-6, Volume I.
Rochester Public Schools, Minn.
Pub Date—67
Note—325p.
EDRS Price - MF02/PC13 Plus Postage.
Descriptors—*Basic Reading, *Curriculum Guides, *Developmental Reading, *Elementary Schools, Oral Reading, *Primary Education, Reading Comprehension, Reading Programs, Sequential Approach, Study Skills, Teaching Guides, Vocabulary Development
The first volume of an elementary curriculum guide prepared by the Summer Workshop Reading Committee of the Rochester Public Schools in Rochester, Minnesota, applies to kindergarten through grade 4. It is divided into the prereading level, the beginning reading level, and the independence level. Grade designations under each level suggest the level at which an average student is likely to be working, but teachers are encouraged to adjust instruction, activities, and materials to individual pupil needs and to use multiple approaches and flexible time schedules. Each reading level covers vocabulary development comprehension, oral reading, and study skills. The reading skills to be developed in each of these areas are outlined in four scope and sequence charts. The place of a developmental reading program in the total elementary school curriculum is described. Practical classroom activities with corresponding referenc s and evaluative techniques are suggested to help teachers develop skills and evaluate reading instruction. This guide could serve as a frame of reference in planning the school year's program or a day's lesson, as a resource material in selecting appropriate materials, activities, and techniques, and as an aid in evaluating the total reading program. (NS)

0728 ED 018 353
SITKOFF, SEYMOUR AND OTHERS
READING SKILLS, GRADES FIVE AND SIX.
Los Angeles City Schools, Calif.
Report No.—LACS-IB-EC-60
Pub Date—62
Note—60P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comprehension, *Curriculum Guides, Developmental Vocabulary, Phonetic Analysis, *Reading Skills, Structural Analysis
THIS BULLETIN WAS PREPARED FOR TEACHERS AS A CONVENIENT REFERENCE TO THE WORD RECOGNITION SKILLS RELATING TO PHONETIC ANALYSIS, STRUCTURAL ANALYSIS, COMPREHENSION, AND VOCABULARY BUILDING FOR THE READING PROGRAM FOR GRADES 5 AND 6. IT MAY ALSO SERVE AS A CHECKLIST FOR THE TEACHING OF THESE SKILLS. THE SOURCES OF REFERENCE ARE THE TEACHER'S EDITIONS FOR THE CALIFORNIA BASIC READERS WHICH ARE THE ALLYN AND BACON AND THE GINN SERIES. THE LOCALLY PREPARED INSTRUCTIONAL GUIDE "PHONICS AND OTHER WORD PERCEPTION SKILLS, K-6" IS REFERRED TO AS WELL. THE SKILLS ARE ARRANGED IN OUTLINE FORM. THE PAGED REFERENCES INDICATE THE PLACEMENT OF THE SKILLS IN THE TEACHER'S EDITIONS, THE TEXTBOOKS FOR THE PUPILS, AND THE INSTRUCTIONAL GUIDE "PHONICS AND OTHER WORD RECOGNITION SKILLS." (AUTHOR)

0729 ED 016 573
OTTO, WAYNE AND OTHERS
PROTOTYPIC GUIDE TO READING SKILL DEVELOPMENT IN THE ELEMENTARY SCHOOL.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Report No.—BR-5-0216-WP-7 ; WRDCCL-WP-7
Pub Date—JUL67
Contract—OEC-5-10-154
Note—48P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Processes, Creative Reading, *Elementary Education, Independent Reading, Interpretive Reading, Reading Comprehension, *Reading Skills, *Skill Development, Study Skills, *Teaching Guides, Word Recognition
Identifiers—Huegel School WI, MADISON, Madison Public Schools WI, WISCONSIN
A PROTOTYPIC GUIDE TO READING SKILL DEVELOPMENT IN THE ELEMENTARY SCHOOL FOCUSES ON THE COGNITIVE SKILLS THAT INFLUENCE ACHIEVEMENT IN READING. THE GUIDE PROVIDES EXPLICIT STATEMENTS OF THE FOLLOWING SKILLS - WORD RECOGNITION, COMPREHENSION, STUDY SKILLS, SELF-DIRECTED READING, INTERPRETIVE READING, AND CREATIVE READING-AND A SPECIFIC FRAMEWORK FOR TEACHING THE READING SKILLS. NO ATTEMPT IS MADE TO DESCRIBE A COMPLETE PROGRAM FOR THE DEVELOPMENTAL TEACHING OF READING. THE GUIDE IS TO BE TESTED IN A VARIETY OF SCHOOL SETTINGS AND IS CONSIDERED "STRICTLY TRANSITORY." THE MODEL EXERCISES USED TO ASSESS THE SKILLS ARE INCLUDED. (BK)

0730 ED 014 480
WARWICK, EUNICE AND OTHERS
GUIDE TO TEACHING READING AND LITERATURE, KINDERGARTEN - GRADE SIX.
Madison Public Schools, Wis.
Pub Date—64
Note—109P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum Guides, *Elementary Education, *English Instruction, Interpretive Skills, *Literature Programs, Oral Reading, Reading Comprehension, *Reading Programs, Reading Readiness, Reading Skills, Study Skills, Word Recognition
Identifiers—MADISON, WISCONSIN
THE MADISON, WISCONSIN, CURRICULUM GUIDE FOR THE TEACHING OF READING AND LITERATURE IN KINDERGARTEN THROUGH GRADE SIX IS DIVIDED INTO THREE PARTS. PART 1 CONTAINS THE MADISON POINT OF VIEW CONCERNING READING AND LITERATURE IN THE ELEMENTARY SCHOOLS, AND PROVIDES FLOW CHARTS TO HELP THE TEACHER PERCEIVE THE TOTAL READING AND LITERATURE PROGRAM. GRADE-LEVEL EXPECTANCIES IN THE TEACHING OF READING ARE LISTED FOR THE AREAS OF WORD RECOGNITION, COMPREHENSION, ORAL READING, AND STUDY SKILLS. READING EXPECTANCIES FOR INTERPRETIVE SKILLS ARE ADDED FOR GRADES FOUR THROUGH SIX. FOR THE TEACHING OF LITERATURE, GRADE-LEVEL EXPECTANCIES ARE LISTED FOR THE AREAS OF LITERATURE AIMS, TYPES, AND ACTIVITIES. PART 2 INDICATES MORE SPECIFIC EXPECTANCIES FOR EACH GRADE LEVEL IN THE TEACHING OF READING AND LITERATURE. IN ADDITION, LISTS OF SUGGESTED MATERIALS FOR TEACHING LITERATURE-ONE EACH FOR GRADES KINDERGARTEN AND ONE, FOR TWO AND THREE, FOR FOUR AND FIVE, AND FOR SIX AND ADVANCED PUPILS-ARE PROVIDED. PART 3 INCLUDES SUGGESTED ACTIVITIES FOR DEVELOPING READING READINESS IN KINDERGARTEN, A FLOW CHART INDICATING FIVE LEVELS OF RATING THE QUALITY OF A READING INSTRUCTION PROGRAM, SUGGESTED ACTIVITIES FOR ENRICHING THE LITERATURE PROGRAM, A LIST OF THE NEWBERY AND CALDECOTT AWARD BOOKS, AND A SELECTED BIBLIOGRAPHY OF REFERENCES FOR THE TEACHER. THIS GUIDE IS A COMPANION TO "GUIDE TO TEACHING LANGUAGE ARTS, LISTENING-SPEAKING-WRITING." (SEE TE 000 083.) IT IS RECOMMENDED BY THE NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES, AND IS NOTED IN "ANNOTATED LIST OF RECOMMENDED ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH, 1967." (SEE TE 000 140.) IT IS ALSO AVAILABLE FROM THE MADISON PUBLIC SCHOOLS, P.O. BOX 2189, MADISON, WISCONSIN 53701, FOR $3.00. (MM)

0731 ED 014 376
CLARK, BERNICE T.
WRITING AND REVISING A CURRICULUM GUIDE IN READING.
Pub Date—4MAY67
Note—13P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *English Education, *Language Arts, *Reading, *Reading Instruction, *Recreational Reading, Secondary Education, Teaching Guides
THE PROCEDURES USED BY THE NEW YORK STATE EDUCATION DEPARTMENT IN THEIR REEVALUATION OF THE ENGLISH LANGUAGE ARTS PROGRAM ARE DISCUSSED, AND THE PHILOSOPHY WHICH GUIDED THE REWRITING OF THE TEACHING SYLLABUS IS PRESENTED. THE CONSULTANTS SELECTED FOR THE COMMITTEE WERE AUTHORS, EDITORS, DIRECTORS, EXPERTS IN THE MASS MEDIA, AND EDUCATORS REPRESENTING UNIQUE AND PROFESSIONAL EXPERIENCES IN THE USE OF LANGUAGE WHO PROJECTED VARIOUS APPROACHES TO REVITALIZING THE LANGUAGE ARTS PROGRAM IN KINDERGARTEN THROUGH GRADE 12. IN THE REVISED SYLLABUS, ATTENTION IS GIVEN TO TEACHING BOTH SKILLS AND SUBSKILLS. IT IS POINTED OUT THAT TEACHERS SHOULD TEACH SKILLS TO INSPIRE THE JOY OF READING FOR SHEER PLEASURE. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (RH)

0732 ED 012 630
PROPOSED CURRICULUM PROGRAM FOR TEXAS MIGRATORY CHILDREN.
Texas Education Agency, Austin.
Pub Date—OCT 6
Contract—3
Note—215P.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Agriculture, Art Education, Course Objectives, Course Organization, Curriculum Development, *Curriculum Guides, *Elementary Education, English Instruction, Geography, Health Education, Mathematics, *Migrant Education, Music Education, *Nongraded Instructional Grouping, Physical Education, Reading Programs, Safety, School Schedules, Science Education, Social Studies, *Special Schools, Teaching Methods, Writing (Composition)
Identifiers—TEXAS, Texas (Austin)
A STUDY ON EDUCATING MIGRANT CHILDREN CONCLUDED THAT A 6-MONTH SCHOOL PROVIDING THE SAME INSTRUCTIONAL TIME AS A 9-MONTH SCHOOL WOULD BETTER SERVE THESE CHILDREN. AN ADVISORY COMMITTEE RECOMMENDED A NONGRADED CONTINUOUS PROGRESS CURRICULUM GIVING PRIORITY TO ENGLISH, THEN MATHEMATICS, AND THEN SOCIAL STUDIES. DETAILED CURRICULUM OUTLINES ARE PRESENTED BY SUBJECT AND BY GRADE. INCLUDED ARE OBJECTIVES, MOTIVATIONS, ACTIVITIES, COURSE CONTENT, EVALUATION, AND AVAILABLE MATERIALS. (SF)

0733 ED 001 671
ELEMENTARY READING COMMITTEE
ENGLEWOOD PUBLIC SCHOOLS ELEMENTARY READING GUIDE.
Englewood Public Schools, N.J.
Pub Date—NOV64
Note—110P.

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, *Instructional Materials, *Language Arts, *Reading Improvement, *Reading Instruction, *Teaching Methods, Vocabulary Development
Identifiers—New Jersey (Englewood)
THE IMPROVEMENT OF INSTRUCTION IN READING FOR EVERY CHILD IN THE ENGLEWOOD PUBLIC SCHOOL SYSTEM WAS THE GOAL. TEACHERS OF INTERMEDIATE AS WELL AS PRIMARY LEVEL PUPILS WERE CONFRONTED WITH SEVERAL QUESTIONS–(1) HOW MANY OPPORTUNITIES ARE PROVIDED FOR EACH PUPIL TO EXPRESS HIS IDEAS IN A DIGNIFIED FRAMEWORK TO ONE OR TWO OF HIS PEERS, TO HIS CLASS, AND/OR TO THE TEACHER. (2) ARE CONTENT AREA SUBJECTS ORGANIZED INTO GROUPS OF TWO OR THREE SO EACH PUPIL MAY INTERACT IN A DISCUSSION. (3) IS A CONCRETE EXPERIENCE PROVIDED EACH DAY FOR EACH PUPIL TO EXPRESS HIS IDEAS, CONSCIOUSLY OBSERVING RULES OF GOOD DICTION, VOICE, VOLUME, AND INFLECTION. DISCUSSIONS ARE INCLUDED CONCERNING THE TEACHING OF LISTENING AND SPEAKING SKILLS, COMPREHENSION, VOCABULARY DEVELOPMENT, AND WORD RECOGNITION, IN THE USE OF THE SCHOOL LIBRARY, BASAL TEXTBOOKS, INDIVIDUALIZED READING, AND SUPPLEMENTARY READING, AND IN THE ORGANIZATION OF TEACHING IN A SEQUENTIAL READING PROGRAM. IT IS ANTICIPATED THAT TEACHERS WILL USE THE CHARTS, SUGGESTED IDEAS, ACTIVITIES, AND RESOURCES OFFERED IN PLANNING READING LESSONS IN ACCORDANCE WITH THE LEVEL AND MATURITY OF THE CLASS.

0734 ED 001 101
READING SUPPLEMENT TO CURRICULUM GUIDE FOR TEXAS MIGRATORY.
Texas Education Agency, Austin.
Pub Date—DEC63
Note—75P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Guides, *English Instruction, *Language Arts, *Migrant Children, *Primary Education, Reading Programs, Skill Development
Identifiers—SHELDON BASIC READING SERIES, TEXAS
TIME ALLOTMENT CHARTS ARE GIVEN SHOWING THE RECOMMENDED PORTION OF THE SCHOOL DAY TO BE GIVEN TO INSTRUCTION IN THE ENGLISH LANGUAGE ARTS AND OTHER SUBJECTS, GRADES 1 THROUGH 8. A CHART SHOWING RELATIONSHIPS OF READING LEVEL TO GRADE LEVEL IS GIVEN IN A FIFTEEN-LEVEL SEQUENCE, PARALLELING A BASAL READING SERIES. ALSO CONTAINED IS A FLOW CHART OF ENGLISH LANGUAGE ARTS SKILLS, GRADES 1 THROUGH 6. A READING SKILL CHART IS INCLUDED WITH LISTINGS UNDER-WORD RECOGNITION, VOCABULARY BUILDING, COMPREHENSION, INTERPRETATION, LITERARY DISCRIMINATION AND APPRECIATION, ORGANIZATION, STUDY, SPEED READING AND ORAL READING. ITEMS ARE LISTED ACCORDING TO THEIR ORDER OF INTRODUCTION TO PUPILS. ALSO INCLUDED ARE METHODS OF LEARNING TO READ THROUGH ENGLISH LANGUAGE EXPERIENCES, DESCRIPTION OF LEVELS IN TERMS OF WORD ATTACK SKILLS, HOW TO TEACH READING AS A SECOND LANGUAGE, DEVELOPMENTAL PROCESS FOR TEACHING A READING LESSON, AND KINESTHETIC TECHNIQUES IN REMEDIAL WORK IN SPELLING. AN INFORMAL READING INVENTORY IS GIVEN, BASED ON THE SHELDON BASIC READING SERIES FROM PREPRIMER THROUGH EIGHTH READER, WITH SILENT AND ORAL COMPREHENSION CHECKS. A BASIC WORD LIST IS SHOWN AND BOOKS FOR MATURE READERS ARE RECOMMENDED.

0735 ED 001 098
LINDSEY, HERBERT H. WALTON, THOMAS W.
EDUCATIONAL PROGRAMS FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS IN WISCONSIN.
Wisconsin Univ., Madison.
Report No.—CRP-1202
Pub Date—63
Note—128P.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Curriculum Guides, *Educationally Disadvantaged, *Educational Programs, *Migrant Children, *Migrant Education, Migration Patterns, Motivation Techniques, Reading Programs, *Young Children
Identifiers—MADISON, WISCONSIN
THIS STUDY DEMONSTRATES THE FEASIBILITY OF ANTICIPATING THE NUMBER LOCATION, ARRIVAL TIME, AND DURATION OF THE STAY OF MIGRANT WORKERS IN ORDER TO PLAN A PROPER PROGRAM FOR CHILDREN. THE DATA SUGGESTS THAT SCHOOLS SHOULD PLAN FOR A MIGRANT POPULATION EDUCATIONALLY RETARDED FROM 1-4 YEARS, WITH THE RANGE ADVANCING WITH THE AGE, INABILITY OF MANY TO SPEAK ENGLISH WELL. THE CURRICULUM GUIDE LISTS BOOKS OF HIGH INTEREST AND LOW VOCABULARY LEVEL. ADVANTAGES OF INSTITUTIONALIZED EDUCATION ARE THE ENHANCEMENT OF LEARNING AND THE CONTINUITY OF THE EDUCATIONAL PROGRAM, WHICH WAS NOT AVAILABLE IN THE FORMERLY SECTARIAN CONTROLLED MIGRANT SCHOOLS. EMPLOYERS SHOULD INFLUENCE PARENTS TO SEND CHILDREN TO PUBLIC SCHOOLS, AS FINANCIAL SUPPORT IS AVAILABLE. ADMINISTRATORS SHOULD NOT BE TOLD THAT EDUCATING THE MIGRANT CHILD IS THE SAME AS EDUCATING THE AVERAGE CHILD, BUT NEITHER SHOULD THEY VIEW THE PROJECT AS HOPELESS OR IMPOSSIBLE. THE EDUCATION OF THE MIGRANT CHILD IS A RESPONSIBILITY OF RESPONSIBLE SOCIETY.

ELEMENTARY/ SECONDARY

0800 ED 180 016

What Do We Know About Standards for Effective Basic Skills Programs?

Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Note—44p.

Pub Type— Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, Elementary Secondary Education, *Mathematics Instruction, Program Content, Program Descriptions, Program Development, *Reading Programs, *Speech Skills, *Standards, Teacher Education, *Writing Skills

Identifiers—Elementary Secondary Education Act Title II

The purpose of this booklet is to provide information on what is known about standards for effective basic skills improvement programs to persons developing such programs, philosophies, standards, and strategies. It also provides access to current thinking by practicing professionals on standards for building effective programs to eligible applicants for Title II grants and contracts. The eight sections in the booklet contain a position paper on basic mathematical skills prepared by the National Council of Supervisors of Mathematics; a report of the Kansas City Coordinating Conference on Mathematics Issues, held in 1978; the standards for basic skills writing programs developed by the National Council of Teachers of English; guidelines for the professional preparation of reading teachers devised by the Professional Standards and Ethics Committee of the International Reading Association; a discussion of reading programs that work; a reading program assessment scale developed by Right to Read; and a flow chart for program assessment and planning from the "Right to Read Assessment and Planning Handbook." (FL)

0801 ED 170 714

A Reading Program Guide for the Montgomery County Public Schools, K-12.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—77p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavioral Objectives, Class Organization, Curriculum Guides, Elementary Secondary Education, Program Development, *Reading Instruction, Reading Material Selection, *Reading Programs, Teacher Role, Teaching Methods

The purpose of this publication is to define the program of kindergarten through grade 12 reading instruction in Montgomery County, Maryland, schools. It lists the reading objectives and minimum performance levels and identifies, by grade level, those which are to receive the highest teaching-/learning priority. It also contains instructions for developing, implementing, and evaluating the program; techniques for identifying below-level readers; recordkeeping requirements; and a list of successful reading programs, a glossary of terms, and the competency-based prerequisites for graduation. (FL)

0802 ED 169 534

Cruchley, H. Diana, Ed.

English 8.

British Columbia Dept. of Education, Victoria.

Pub Date—77

Note—119p.; For related documents, see CS 204 759-761; Language B.C. Checklist may not reproduce well due to small and light type; Model in Introduction may not reproduce well due to small type

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Objectives, *English Instruction, Grade 8, Language Arts, *Learning Activities, *Literature Appreciation, Reading Instruction, Resource Materials, Secondary Education, *Teaching Methods

Organized according to prescribed goals and learning outcomes determined for the province of British Columbia, the teaching techniques and learning activities presented in this resource guide are designed to be used in conjunction with specific eighth grade textbooks. The suggested teaching methods develop the four areas of language arts through a number of classroom activities that include small group discussions; sentence, paragraph, and story writing; listening activities; crossword puzzles; speech and drama assignments; and reading activities. The guide also lists the textbooks on which the activities are based, discusses related administrative concerns such as time allotment, defines the purpose of the resource section, and presents techniques for student evaluation. (MAI)

0803 ED 158 302

Green, Norva And Others

Indian River County Environmental Education Instructional Guide: Language Arts, Eighth Grade. Pilot Edition.

Indian River County Board of Public Instruction, Vero Beach, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—75

Note—45p.; For related documents, see CS204285-287

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Conservation (Environment), *Discovery Learning, English Curriculum, *English Instruction, *Environmental Education, Grade 8, Group Discussion, Junior High Schools, *Language Arts, *Learning Activities, Reading Skills, *Responsibility, Teaching Guides, Writing Skills

As part of a language arts series for kindergarten through grade nine, this eighth grade guide examines environmental values, concepts, and problems according to a common conceptual scheme: all living things, including humans, are interrelated and interdependent; heredity and environment interact to determine the characteristics of an organism and therefore a population; living things and environments are in a continuous state of change; the world has finite resources and almost infinite demands are made on these resources; and each individual, as an agent of change, has a responsibility to the environment. The guide offers a series of environmental activities that stress the development of reading, writing, and discussion skills and emphasize the discovery method of observation. The guide includes background information, a teacher's outline, and task sheets for the students. (MAI)

0804 ED 150 268

Career Education in Appalachian Maryland. Investigation and Decision Making: Language Arts.

Tri-County Career Education Task Force, Oakland, Md.

Pub Date—[76]

Note—135p.; For related documents see CE 011 879-880 and CE 012 374-376 ; Some parts of document may not reproduce clearly due to print quality

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Career Exploration, Curriculum Guides, Decision Making Skills, Intermediate Grades, Junior High Schools, *Language Arts, *Language Skills, *Learning Activities, Listening Skills, Middle Schools, Reading Skills, Speech Skills, Writing Skills

Identifiers—Maryland

The language arts curriculum activities presented in this guide were developed as one component of a total career education demonstration project for Appalachian Maryland, and are intended for use as supplements to the total middle or junior high school curriculum. Introductory material lists career education concepts and outlines career and occupational development objectives. The body of the guide consists of the following four areas grouped according to progressive levels of difficulty: oral skills, listening skills, writing skills, and reading skills. Each unit relates career education activities to one or more concepts within the skills area. Career education activities are identified according to type of activity (e.g., research, puzzle, community activities, daily living activities). Materials required for many of the activities are appended. (SH)

0805 ED 144 064

Language Arts Instruction K-12.

Oregon State Dept. of Education, Salem.

Pub Date—77

Note—53p.; Field-Test Edition

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, Content Area Reading, *Curriculum Guides, Educational Assessment, *Educational Objectives, Educational Resources, Elective Courses, Elementary Secondary Education, *English Curriculum, Informal Reading Inventories, *Language Arts, Program Content, *Program Development, Reading Instruction

Identifiers—*Oregon

Directed to Oregon administrators and language arts teachers at all instructional levels, this publication discusses numerous aspects of a goal-based language arts curriculum. Separate sections deal with goal-based planning for the language arts; assessment; relating language arts instructional programs to minimum standards; language arts program goals; relating classroom instruction to the total goal-based language arts program; developing elective courses in language arts; suggested language arts skills for each grade level from kindergarten through grade 12; suggested language arts program content; reading in the content areas; teaching reading in language arts classes; teaching career education as part of the language arts program; and resources available to the language arts teacher. Appendixes provide self-evaluation checklists for the department chair, for the teacher, and for the principal, along with suggestions for construction, administration, and scoring of an informal reading inventory. (GW)

0806 ED 140 329

Language Arts Curriculum Guide, Performance Expectations, K-12.

Northern Valley Regional High School District, Closter, N.J.

Pub Date—76

Note—86p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication Skills, *Curriculum Guides, *Educational Objectives, Elective Courses, Elementary Secondary Education, *English Curriculum, Grammar, Handwriting Skills, *Language Arts, Language Skills, Literature Appreciation, Reading Skills, Study Skills, Writing Skills

This guide identifies significant language arts objectives and then designates, in terms of the typical or "average" student, the grade level at which each concept or skill should be introduced, then reinforced, and finally mastered. Specific objectives are listed for the following language arts areas: listening, speaking, reading readiness skills, vocabulary and word attack skills, reading comprehension, reading rate, reading in content areas, spelling, handwriting, composition, grammar, study/library skills, literature at the primary and intermediate levels, literature at the upper elementary and secondary levels, and elective courses at the senior high school level. The guide includes a list of recommended novels and plays for grades seven through ten; an appendix offers a suggested technique for the study of spelling, a list of common prefixes and suffixes, a basic outline form, and a description of the SQ3R-survey, question, read, recite, and review-method of study. (GW)

0807 ED 119 153

Maryland's Reading Plan for the 70's.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—75

Note—35p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Reading Programs, Class Activities, Educational Objectives, Educational Strategies, Elementary Secondary Education, Postsecondary Education, Program Descriptions, Reading Instruction, *Reading Programs, *Sequential Approach, *State Programs

Identifiers—Maryland, *Right to Read

The comprehensive plan presented in this document in sequential steps shows both the Maryland reading effort accomplishments (1971-74) and its present and future plans (1975-80) and demonstrates a set of ideas based on citizen concerns and needs assessments that are being translated into a reading program. Contents of this document include a detailed diagram of the program components (goal, objectives, needs assessment studies, activities, strategies, technical assistance, materials, per-

sonnel implementation, and evaluation), a bibliography, and lists of reading task force members and reading liaison members for 1975-76. Eight figures illustrate the contents. (JM)

0808 ED 108 177
Functional Reading Resource Manual for Teachers, Vol. I and II.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
Pub Date—75
Note—331p.; See related document CS 001 877; See CS 001 934 for "Effective Reading Programs; Summaries of 222 Selected Programs"
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Class Activities, *Curriculum Guides, Elementary Secondary Education, *Functional Reading, Instructional Materials, Language Arts, Language Skills, *Reading Instruction, *Reading Programs
Identifiers—*Effective Reading Programs, Maryland
This two-volume curriculum guide, designed to meet the functional reading needs of Maryland's 182,000 public school students in grades one through twelve, contains objectives, activities, and materials for classroom use. The guide, part of a reading program started in 1972 and described in "Effective Reading Programs...," is used by teachers in the Maryland reading program, the prime objective of which is to ensure that all students can meet the functional reading demands of society. Some of the practical reading activities covered include reading the listings in "TV Guide," filing federal income tax form, reading a city map and locating places and streets, acquiring social information from the newspaper, filling out an application for a United States Savings Bond, balancing a checking account, and subscribing to a magazine. The major goals of the reading program as they are presented in this curriculum guide are to develop skill in following directions, locating references, gaining information from various sources, and understanding forms. Emphasis is also placed on attaining personal development through reading. (RB)

0809 ED 105 381
A Scope of Learner Behaviors in Reading.
Lake Washington School District 414, Kirkland, Wash.
Pub Date—71
Note—60p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavioral Objectives, Decoding (Reading), Reading, Reading Comprehension, *Reading Instruction, *Reading Skills, Study Skills, *Teaching Guides
This guide reflects the definition of reading as a complex intellectual act involving a variety of behaviors to decode and comprehend printed symbols and is intended to help the teacher be aware of all the skills within each dimension of the reading act. The reading skills are described in terms of learner behavior and a criterion reference is provided for judging the effectiveness of instruction. The skills appropriate for each of the goals are categorized under the major skill areas of decoding, comprehension, and study skills and are referred to as general instructional objectives. The schematic arrangement of goals, general curricular objectives, and instructional objectives becomes the framework for reading instruction. The pages of the notebook are color coded to the instructional objectives and additional coding is used to identify objectives concerned with the major skill areas. (WR)

0810 ED 102 600
Language Arts Curriculum for the Junior High School.
Center School District 58, Kansas City, Mo.
Pub Date—73
Note—128p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Communication Skills, *Curriculum Guides, English Curriculum, *Experiential Learning, Grammar, Junior High Schools, *Language Arts, Reading Skills, Speech Communication, Student Centered Curriculum, Study Skills, Vocabulary
This student centered curriculum guide stresses learning activities. The first section offers a brief course description of the seventh grade, eighth grade, and ninth grade language arts programs. The second section describes in detail the skills objectives and activities for: written communication, oral communication, grammar, spelling, vocabulary, reading, literature, and study evaluation. The appendix includes: (1) a variety of communication skills activities for such topics as expository writing, descriptive writing, newspaper reading, concrete poetry, word rearrangement, ideographs, and mass media; (2) lists of composition topics; and (3) several booklists. (TS)

0811 ED 102 589
English Language Arts, K-12.
Calvert County Public Schools, Prince Frederick, Md.; Charles County Board of Education, La Plata, Md.; Saint Mary's County Board of Education, Leonardtown, Md.
Pub Date—73
Note—504p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Guides - General (050)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—Communication (Thought Transfer), *Curriculum Guides, Elementary Secondary Education, *English Curriculum, *Language Arts, Language Skills, Literature Appreciation, Reading Skills, *Student Centered Curriculum, Vocabulary
This curriculum guide suggests ways for teachers to provide students with learning experiences which develop communication skills and facilitate the learning of language concepts. The guide, whose design is process oriented and student centered, can be used as a basis for developing an individual language arts program for every student. Eight conceptual statements serve as the basis for the program: "language is symbolic" includes a discussion of the uses and values of symbols; "language is used to communicate" discusses the importance of language in observing, listening, speaking, reading, and writing; "language changes constantly" discusses geographic, social, and historical effects on language; "language is a form of social behavior" discusses the relationship between culture and language; "language has power" discusses the use and misuse of language in the media; "language is structured" discusses grammar, vocabulary and syntax; "language is basically oral" discusses the effects of verbal and nonverbal expression on oral language; and "written language is a representation of oral language" discusses the relationship between oral and written language. (TS)

0812 ED 096 626
Reading Skills Development: Objectives and Activities. Handbook II.
Hampton City School Board, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date—[73]
Grant—OEG-0-72-1235
Note—122p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Auditory Discrimination, Critical Reading, *Educational Objectives, Independent Reading, Individualized Instruction, Middle Schools, Psychomotor Skills, *Reading Development, *Reading Skills, Social Relations, Structural Analysis, Teacher Guidance, Teaching Guides, Visual Learning, Writing Skills
Identifiers—*Right to Read, Virginia, Virginia (Hampton)
The purposes of this handbook, designed as part of the Right to Read Program in Hampton, Virginia, were to provide the middle grade teacher with both a progressive reading skills objectives list with a suggested management system for using these skills in classroom reading instruction and a list of activities which can be used in teacher-directed or individual instructional settings (e.g., skill centers, learning centers, or interest centers). The major portion of the handbook contains suggested activities keyed to the progressive skills listed sequentially as social interaction, visual/motor control, listening to stories, oral response to stimuli, auditory discrimination, response to pupil dictated accounts, word analysis, writing, critical thinking, free reading, inspectional reading, analytical reading, and syntopical reading. (JM)

0813 ED 096 455
Seventh Grade Reading and Composition Curriculum Guide.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin.
Note—112p.; For related documents, see CE 002 064, CE 001 005-016, and ED 089 029-043
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Audiovisual Aids, Bibliographies, *Career Education, *Curriculum Guides, Educational Objectives, Educational Resources, Elementary Education, *Grade 7, Instructional Materials, Performance Specifications, *Reading Comprehension, Reading Development, Resource Materials, Teaching Methods, Units of Study, *Writing (Composition)
Identifiers—*Texas
The guide is arranged in vertical columns relating seventh grade reading and composition concepts to curriculum performance objectives, career concepts, and career performance objectives, suggested teaching methods, and resource materials. Broad career concepts–such as "there are problems to face and overcome in any field of work" and "the newspaper may be a valuable source of information for job seekers"–are tied to specific curriculum concepts, performance objectives, teaching methods, teaching career concepts, and resource materials. Space is provided for teacher's additions, deletions, notes, and criticisms which will be useful when the guide is revised. Appendixes contain condensed job descriptions, a bibliography of career education library books, an index of films and records, and mythology notes. (NH)

0814 ED 092 896
A Guide to the Role of the Reading Teacher, Elementary and Secondary Schools.
Baltimore County Board of Education, Towson, Md.
Pub Date—70
Note—91p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Development, Elementary Education, Reading, Reading Development, *Reading Improvement, Reading Instruction, *Reading Programs, Reading Skills, Secondary Education, *Teaching Methods
Intended for the use of the reading teacher and principal in the local school in setting up the program for the reading teacher in the school, this document presents guidelines for the current functioning of the program, describes the developing role of the reading teacher, and details steps that must be taken on a county level and building level to implement this role. The contents include: "Organization," which discusses the basic premises which should determine the structure of a reading program, the changing role of the reading teacher, implementing the change of role, and transitional guides for the reading teacher; "Procedures for Entrance into the Program," which presents suggestions to the teacher for identification of reading difficulties, referral procedures for corrective reading in elementary and junior high schools, testing by corrective reading teachers, and deciding on placement; "Skills to Be Developed in Corrective Reading," which discusses improvement of self-concept and attitude and contains an outline of reading skills with suggested teaching activities; "Dismissal and Followup," which discusses criteria for dismissal, procedure for dismissal, and criteria for followup; and "Records and Reports," which presents examples of reporting to parents, a report for the cumulative record, and a record of instruction. (WR)

0815 ED 087 022
Behavioral Objectives for Integrated Language Arts in the Primary and Intermediate Grades.
Lake Region Educational Planning Center, Sisseton, S. Dak.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; South Dakota State Dept. of Public Instruction, Pierre.
Pub Date—71
Note—72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavioral Objectives, *Communication Skills, Creative Writing, Elementary Education, Grammar, *Language Arts, Listening

Skills, Motor Development, Reading Skills, Study Skills, *Teaching Guides, *Teaching Methods, Writing Skills
Identifiers—*Elementary Secondary Education Act Title III
The purpose of this guide to behavioral objectives is to assist elementary school teachers (grades kindergarten through six) in functioning more effectively in the area of language arts. The major areas of instruction include: motor skills; listening skills; reading skills; writing skills; grammar skills; study skills; personal communication and development skills; history and dialectology; classification, interpretation, and analysis of literary forms; original writing; oral and dramatic interpretation; and critical analysis. Behavioral objectives for each of the major areas of instruction are listed and include specific learning outcomes that relate to the general instructional objectives. A teacher checklist for each area of instruction is also provided. (WR)

0816 ED 082 149
Generic Objectives for the Bank of Objectives, Items, and Resources in Reading.
New York State Education Dept., Albany. Bureau of School and Cultural Research.
Pub Date—1 Apr 73
Note—613p.; For related documents see CS 000 740 and CS 000 741
EDRS Price - MF03/PC25 Plus Postage.
Descriptors—*Behavioral Objectives, Content Area Reading, *Curriculum Development, Decoding (Reading), *Guides, Multisensory Learning, Reading Comprehension, *Reading Instruction, *Reading Skills, Study Skills, Vocabulary Skills
To be used in the development of reading curricula in the local school setting, this list of generic objectives is part of a set produced by the System for Pupil Program Evaluation and Development (SPPED) which includes criterion objectives and content lists for the specification of generic objectives. In addition to the objectives, this publication contains three related items: an outline of the skill category structure for the objectives, a set of charts to be used as a starting point for the selection of objectives, and a blank page of formats for objectives written by the user. The objectives are divided into multisensory readiness skills, decoding skills, vocabulary skills, comprehension skills, location and study skills, and reading in content areas. (HOD)

0817 ED 062 038
Fort Benton Language Arts Curriculum Outline.
Fort Benton Public Schools, Mont.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date—71
Note—103p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Communication Skills, *Curriculum Guides, Drama, *Educational Objectives, Elementary Education, *Instructional Materials, Kindergarten, *Language Arts, Literature Appreciation, Reading Skills, Secondary Education, *Small Schools, Writing Skills
The language arts curriculum of the Fort Benton school system was developed with funds under Title III of the Elementary and Secondary Education Act to stimulate the inherent creative talents of the student with the skills of communication. Basic goals of the K-12 curriculum are to develop an appreciation of varied forms of literature and fine arts; to develop reading, writing, speaking, and listening skills; to develop the ability to use the English language effectively; and to develop the ability to use a library. The curriculum is sequential from beginning experiences in language arts at the K-3 level to a non-graded, phase-elective language arts program for grades 10-12. Objectives and instructional resources are specified for each grade level. (JH)

0818 ED 057 981
Burcham, Mildred, Comp.
Contemporary Curriculum for Small Schools. Report of a Summer Institute (Willamette University, June 14-18, 1971).
Oregon State Board of Education, Salem. Oregon Small Schools Program.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Pub Date—18 Jun 71
Note—144p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, Curriculum Design, *Educational Strategies, Individualized Instruction, *Information Dissemination, *Institutes (Training Programs), Reading Instruction, Self Concept, *Small Schools, *Summer Programs, Teacher Selection, *Teaching Methods
The 1971 Oregon Small Schools Program summer institute at Willamette University, June 14-18, was attended by 200 elementary and secondary teachers, librarians, counselors, principals, and superintendents from more than 50 Oregon school districts. The major purpose of the summer institute (funded under Title III of the Elementary and Secondary Education Act) was to disseminate information regarding new techniques, innovative programs, and current educational thinking. The theme for the institute was "Contemporary Curriculum for Small Schools." The program attempted to meet the varied curriculum interests of participants with concurrent, small group sessions for administrators, secondary education, and elementary education. Sessions for elementary teachers and administrators were concerned with individually prescribed instruction, behavioral objectives, effective discipline, questioning strategies, and change in reading instruction. Sessions for secondary educators dealt with educational trends, behavioral objectives, and the legal process and concerns in school affairs. Major presentations dealt with a new design for rural elementary and secondary schools, individually prescribed instruction, due process, improvement of self-concept, student apathy, reading instruction, and teacher selection and evaluation. Condensations of major presentations, reports of concurrent sessions, 7 papers prepared by participants, and the results of an institute evaluation questionnaire are included in this institute report. (JH)

0819 ED 054 132
McKee, Alma K., Ed.
Guide to the Teaching of Reading in the Junior High School, Grades 6-8.
Naperville Public Schools, Ill.
Pub Date—Sep 69
Note—250p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Guides, Grade 6, Grade 7, Grade 8, *Intermediate Grades, *Reading Instruction
GRADES OR AGES: Grades 6-8. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into seven color-coded sections covering program organization, diagnosis, basic skills, advanced skills, reading taste, spelling, and material selection. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The guide contains detailed descriptions of numerous activities to improve reading skills at remedial, regular, and advanced levels. Although some mention is made of literature, the main emphasis is on reading in content areas such as social studies and mathematics. No specific objectives are mentioned. INSTRUCTIONAL MATERIALS: Each section contains a short list of teacher and student references. In addition, the last section contains a list of materials at three levels of difficulty with descriptions and suggestions for use. The section on reading taste also contains a list of old and new "classics." STUDENT ASSESSMENT: The guide gives heavy emphasis to diagnostic testing. It includes guidelines for devising tests, suggestions for administering tests, lists of standardized tests, and several short tests and reading progress inventories. [Not available in hardcopy due to marginal legibility of original document.] (RT)

0820 ED 054 092
Watkins, Ruth C.
Reading Guide and Selected Multi-Media. 1-12 Appendix.
Clark County School District, Las Vegas, Nev.
Pub Date—69
Note—166p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Audiovisual Aids, *Curriculum Guides, *Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 12, *Reading Instruction, *Secondary Education
GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This appendix which is intended for use with the Grades 1-12 Reading Guide (SP 007 235), contains both actual materials for use in the program and information on other recommended materials. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in the main guide, although some of the working materials in the appendix include student activities. INSTRUCTIONAL MATERIALS: The materials included in the guide are 1) applications related to dialects, 2) English sounds difficult for children of other language backgrounds, 3) book sharing, 4) interest inventory, 5) comprehensive reading record sheets, 6) disability checklist, 7) checklist of reading difficulties, 8) reading clinic 1967, 9) tests of phonic skills, 10) diagnostic spelling tests, 11) individual oral reading tests, 12) articulation test form, 13) review of sounding, 14) the utility of 45 phonic generalizations, 15) Dolch basic word list, 16) Queens word list, 17) Dale list of 769 easy words, 18) word opposite tests, 19) phonogram list, and 20) the 4000-word list. Additional materials listed include books for various levels, books children enjoy having read aloud, Newberry Award winning books, and extensive lists of audio-visual materials for all levels. STUDENT ASSESSMENT: No evaluation criteria are included except for the tests listed above. (MBM)

0821 ED 054 091
Watkins, Ruth C. And Others
Reading Guide and Selected Multi-Media, 1-12.
Clark County School District, Las Vegas, Nev.
Pub Date—69
Note—234p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Curriculum Guides, *Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Reading Instruction, *Secondary Education, *Teaching Methods
GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has the following major sections: listening skills, word recognition skills, comprehension skills, reading and study skills in content areas. Grade levels are not indicated, as instruction in a skill should begin at the point where it is necessary, regardless of the age of the student or the level of the skills. The material is arranged in three columns: skills, instructional objectives, and suggested teaching techniques. The guide is intended to be used with the separate appendix of resource materials (SP 007 236). The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in detail as the main content of the guide. INSTRUCTIONAL MATERIALS: Most of these are given in the appendix, but there is a bibliography of professional books on reading, basal reading material, miscellaneous books, material from the reading guide, consumable material, duplicating material, and publications of learned societies. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

0822 ED 051 973
Approaches to Reading: Grade 7-8.
Mount Diablo Unified School District, Concord, Calif.
Pub Date—Jul 70
Note—114p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum Guides, Evaluation Methods, Grade 7, Grade 8, Grouping (Instructional Purposes), Group Reading, High Interest Low Vocabulary Books, *Humanities Instruction, Individualized Reading, Oral Reading, Reading Diagnosis, *Reading Instruction, *Reading Materials, *Reading Programs, Remedial Reading, Sequential Approach
The purpose of this guide is to provide seventh- and eighth-grade teachers with a variety of approaches to teaching reading. Chapter 1 provides the groundwork for a sequential skills reading program, dealing with materials, diagnosis of students' reading abilities, grouping, and procedures. The three chapters which follow recommend different, but complementary, approaches to teaching reading. The oral approach section includes articles for background information, a bibliography of selections for reading to students, and bibliographies of taped stories from state-adopted texts. The chapter on developing individualized reading programs includes suggestions for motivating student interest in stories; a bibliography of high interest, easy reading books; and recommendations for grouping. Sugges-

tions for the humanities approach to enhance reading include enumeration of various themes treated in state-adopted texts, including specific behavioral objectives and lesson plans for examining these themes. The final chapter of the guide is concerned with techniques for evaluating the reading program. Also included is a bibliography of professional works on reading and teaching methods. (VJ)

0823 ED 048 247

More Than English (What's Happening in the Senior High English Curriculum of the Anchorage Borough School District) and Addendum, 1970-71.

Anchorage Borough School District, Alaska.
Pub Date—Jun 69
Note—146p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Business English, Creative Writing, Critical Thinking, Debate, *Elective Courses, *English Curriculum, Grammar, Humanities, Independent Study, Instructional Materials, Journalism, *Language Skills, Literary Criticism, Literary Genres, *Literature, Mass Media, Reading Skills, Theater Arts, United States Literature, World Literature, *Writing Skills

The dual objectives of this nongraded, phase-elective program in English are to teach critical analysis in reading, listening, and viewing, and to teach logical organization in thinking, writing, and speaking. Provided are the school district requirements, an explanation of the five phase levels, and brief outlines of each of 57 course offerings which include course descriptions, objectives, and suggested classroom materials, reference books for teachers, and teaching approaches. The subject areas treated are composition (e.g., business English, creative writing, and journalism); speech and drama (e.g., fundamentals of acting, play production, debate, and theatrical makeup); reading (e.g., corrective reading and reading workshop); language (e.g., grammar–traditional and transformational); literature (e.g., humor in literature, existential literature, literary criticism, Russian literature, Asian literature, nonfiction, biography, and the modern American novel); mass media; independent study; and humanities. An Addendum describes new course offerings for 1970-71. (MF)

0824 ED 048 141

Bennett, Fay, Ed. And Others

The Brevard County Reading Laboratory Manual.

Brevard County Board of Public Instruction, Titusville, Fla.
Pub Date—30 Jun 70
Note—271p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Curriculum Guides, *Individualized Reading, *Reading Centers, *Reading Games, *Reading Programs

GRADES OR AGES: K-12. SUBJECT MATTER: Reading laboratories. ORGANIZATION AND PHYSICAL APPEARANCE: The six chapters of the guide deal with (1) the roles and relationships of the reading laboratory teacher, principal, curriculum coordinator, reading clinician, classroom teacher, and pupil; (2) utilization of reading laboratory facilities, including design, equipment, and storage facilities; (3) pupil placement and scheduling; (4) individualized approach, with descriptions of recommended diagnostic instruments and the design of programs for individual pupils; (5) materials and equipment; and (6) a selected bibliography. The guide is xeroxed and spiral-bound in a plastic binder. OBJECTIVES AND ACTIVITIES: The guide is intended to offer solutions to the problems facing the reading laboratory teacher, and to facilitate the effective use of the laboratory. Chapters 4 and 5 contain information on activities and diagnostic tests. INSTRUCTIONAL MATERIALS: Chapter 5 gives a detailed listing of materials, equipment, and reading games, by skills and instruction and interest level, together with publishers and other sources. STUDENT ASSESSMENT: Chapter 4 details procedures for evaluating student progress and reporting to the pupil, parents, and principal and instructional staff. (MBM)

0825 ED 042 761

English Curriculum, Naples High, 69-70.

Collier County Schools, Naples, Fla.
Pub Date—70
Note—125p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Audiodisc Recordings, Class Activities, *Curriculum Guides, Debate, Drama, *Elective Courses, Films, Journalism, *Language Arts, Listening Skills, *Literature, Nongraded Instructional Grouping, Novels, Poetry, Reading Skills, Speech Skills, Thematic Approach, *Writing (Composition)

This curriculum guide for elective, non-graded English courses contains general objectives in literature, composition, language, listening, and speaking as well as recommending texts, activities, and recordings for each of 37 courses offered in such diverse areas of study as Utopian Literature, Mythology, Poetry Analysis, Development of the Drama, Journalism, and Argumentation and Debate. Also included in the guide are specific objectives, booklists, and suggested films for seven "focus" courses (e.g., the outdoors, mechanics, teen problems, and adventure and travel). A glossary of literary terms and information regarding book selection procedures are provided. (MF)

0826 ED 033 131

English Language Arts, Grades 7-12: Reading, Composition, Language, Literature.

Hawaii State Dept. of Education, Honolulu.
Pub Date—68
Note—56p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Guides, Developmental Reading, *English Instruction, Language, *Language Arts, Language Skills, Literature, *Secondary Education, State Curriculum Guides, Student Motivation, Teaching Methods, Writing Skills

Focusing on literature, language, and composition as related components of the total literature-centered English program, this curriculum guide empnasizes the skills of reading, listening, speaking, and writing. Each of the four sections–developmental reading, composition, language, and literature–provides guide points or discussion on five factors: (1) teacher understandings about the assumptions and curriculum of the subject, (2) concepts for the teacher, (3) the goals of the subject, (4) the objectives for the student, and (5) the scope of the subject over a 6-year period. (JM)

0827 ED 023 551

Reading Program.

Bloomington Public Schools, Minn.
Pub Date—67
Note—208p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Content Area Reading, Corrective Reading, *Curriculum Guides, *Developmental Reading, Reading Development, Reading Improvement, Reading Material Selection, *Reading Programs, *Reading Skills, Recreational Reading, Remedial Programs, Remedial Reading, *Sequential Approach, Supplementary Reading Materials

The reading program (K-12) of the Bloomington Public Schools, Bloomington, Minnesota, is defined and described. The program revolves around four major divisions: developmental reading, supplementary reading, library reading, and remedial reading. These major divisions are discussed relative to specific purposes, organization, materials, and activities. A detailed scope and sequence chart lists specific reading skills to be developed. Instructional materials for grades K-12 are listed under the topical headings of developmental, supplementary, and remedial reading. Suggestions for evaluation of the reading program are given. An extensive teaching guide of content material and suggested activities to supplement the basal reader is provided for elementary teachers. A bibliography and appendixes are included. (WB)

0828 ED 022 640

Sequential Levels of Reading Skills, Prekindergarten–Grade 12.

New York City Board of Education, Brooklyn, N.Y.
Report No.—CB-4
Pub Date—68
Note—59p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N. Y. 11201 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Content Area Reading, *Curriculum Guides, *Elementary Education, Functional Reading, *Preschool Children, Reading Comprehension, Reading Programs, *Reading Skills, *Secondary Education, Sequential Approach, Study Skills, Word Study Skills

This guide is designed to help teachers, staff members responsible for teacher training, and reading supervisors provide better reading instruction. The skills that lead to mature reading are arranged on eight levels of developmental sequence. Level A is concerned with developing prereading skills. Levels B to D treat initiating and developing basic reading skills; levels E to H stress extending, refining, and applying reading skills. Within each level, these skills are grouped in relation to the development of word power, recognition and interpretation of meaning, and work-study skills. Arrangement by level of difficulty rather than by grade level should encourage individualized instruction. The application of each skill to practical reading experiences in various curriculum areas and in functional situations in and out of the classroom is emphasized. Skills that help the reader develop appreciation of literary excellence are not included. A short overview of the levels of reading skills is given, and specific suggestions for skill application are noted. (BS)

0829 ED 001 804

ANDERSON, VIVIENNE SEGERSTROM, HAROLD

READING SECTION–VOCABULARY SKILLS, READING COMPREHENSION, CRITICAL AND INTERPRETIVE READING. EXPERIMENTAL MATERIALS, PART 1.

New York State Education Dept., Albany.
Pub Date—64
Note—107P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Creative Reading, Illustrations, *Instructional Materials, Interpretive Reading, *Language Aids, *Reading Comprehension, *Reading Programs, *Sequential Approach, *Vocabulary
Identifiers—New York (Albany)

THE PROGRAM OF INSTRUCTION IN ENGLISH CONSISTS OF A NUMBER OF VERTICAL STRANDS RUNNING FROM KINDERGARTEN THROUGH GRADE 12 AND BEYOND. THE READING STRAND IS PREPARED ON THE SEQUENTIAL DEVELOPMENT OF SKILLS. FIVE UNITS–WORK ATTACK SKILLS, VOCABULARY, ACQUISITION SKILLS, COMPREHENSION SKILLS, AND CRITICAL AND INTERPRETIVE READING–ARE DEVELOPED AND ILLUSTRATIVE LEARNING ACTIVITIES IN GRADE UNITS, KINDERGARTEN THROUGH GRADE 3, GRADES 4, THROUGH 6, GRADES 7 THROUGH 9, AND GRADES 10 THROUGH 12. THE SEPARATION OF UNITS IS FOR CONVENIENCE ONLY. THE UNITS SHOULD NOT BE PRESENTED AS SEPARATE LEARNING EXPERIENCES.

SECONDARY AND HIGHER EDUCATION

0900 ED 169 535

Butler, Sydney J., Ed.

English 9: A Resource Book for Teachers.

British Columbia Dept. of Education, Victoria.

Pub Date—78

Note—147p.; For related documents, see CS 204 759-761; A number of pages may not reproduce well due to light type in places

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Objectives, *English Instruction, Grade 9, Language Arts, *Learning Activities, *Literature Appreciation, Reading Instruction, Resource Materials, Secondary Education, *Teaching Methods

Organized according to prescribed goals and learning outcomes determined for the province of British Columbia, the teaching techniques and learning activities presented in this resource guide are designed to be used with specific ninth grade textbooks and literary works. The suggested teaching methods develop the four areas of language arts through a number of classroom activities that include small group discussions; sentence, paragraph, and story writing; listening activities; crossword puzzles; speech and drama assignments; and reading activities. The guide also lists the texts and literary works on which the activities are based, discusses related administrative concerns such as time allotment, defines the purpose of the resource section, and presents techniques for student evaluation. (MAI)

0901 ED 165 151

Griffith, Bernadette

Curriculum Guide: Language Arts and Career Education, 9-12.

Cashmere Consolidated School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—554AH50594

Pub Date—[76]

Grant—G007502304

Note—223p.; For related documents, see CS 204 597-599 ; Parts may be marginally legible due to print quality

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Career Education, Competency Based Education, Curriculum Guides, English Instruction, High Schools, *Language Arts, *Learning Activities, Reading Instruction, Secondary Education, Student Evaluation

As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades nine through twelve synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

0902 ED 161 048

Designs and Directions for English Programs, Grades 8-12.

Virginia State Dept. of Education, Richmond.

Pub Date—Feb 78

Note—70p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, *English Curriculum, *English Instruction, Journalism, *Language Arts, Listening Skills, Literature Appreciation, Program Development, Reading Instruction, Secondary Education, Speech Communication, *Teaching Methods, Theater Arts, Writing (Composition)

To provide a framework for secondary English program planning, the first half of this book defines the rationale and nature of an English curriculum, outlines content in language, literature, composition, reading, and speaking and listening on five levels, and offers procedural suggestions for developing a local English program. The last half of the book provides practical guidelines for implementing an English program; chapters are devoted to teaching literature, reading skills, composition, speaking and listening, and the English-related areas of theatre arts, speech communication, and journalism. Two appendixes present sample units on time and personal identity that are organized with an explanatory overview, general objectives for the student, and lists of numerous outlined activities. (MAI)

0903 ED 145 395

Barbar, Donna And Others

Secondary Reading Curriculum.

Arapahoe County School District 6, Littleton, Colo.

Pub Date—77

Note—40p.; Best copy available

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Guides, *Developmental Reading, Educational Resources, High Schools, Instructional Materials, Junior High Schools, *Reading Consultants, *Reading Improvement, *Reading Instruction, Reading Material Selection, *Reading Programs, Remedial Programs, Remedial Reading, Specialists

This curriculum guide identifies three reading courses taught at the junior high school level (intensive reading, improving reading, and developmental reading) and five reading courses taught at the senior high school level (intensive reading, improving reading, practical reading, developmental reading, and power reading), designed to meet the needs of students reading at various levels. For each reading course, the guide offers suggestions regarding class size and criteria for admission, describes the course, lists objectives, and suggests materials. The guide also discusses the role of the reading specialist, outlines some possible approaches for the reading specialist, and lists recommended resource materials on the teaching of reading. (GW)

0904 ED 120 745

Beavercreek High School English Curriculum Guide, 1975.

Beavercreek Local School District, Xenia, Ohio.

Pub Date—75

Note—117p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childrens Literature, *Course Descriptions, Course Objectives, Creative Writing, *Curriculum Guides, Developmental Reading, Drama, *English Curriculum, *English Instruction, English Literature, Journalism, *Learning Activities, Secondary Education

This curriculum guide is divided into four major sections: English Skills, Writing and Composition Courses, Literature Courses, and Elective Courses. Thirty courses are described, and the guide outlines the general objectives, specific objectives, activities, and resources for each course. The courses include Advanced Composition, Journalism I, Writing Clinic, Bible as Literature, Children's Literature, Great American Writers, Great British Authors, Literature of Minority Groups, Mainstream Literature, Shakespeare, Survey of American Literature, Survey of English Literature, World Literature, Creative Writing and Short Stories, Developmental Reading, Drama Workshop, Etymology and Advanced Grammar, Journalism II and III, Principles of Acting I and II, Speech I and II, Speech Reading and Thematic Units, Study of Film, and T.V. and Radio Broadcasting. (TS)

0905 ED 116 193

Junior High Unified: Sequencing and Keying of Unified Studies; Test Specifications for Criterion-Referenced Testing; Achievement-Awareness Record for Language Arts.

Shawnee Mission Public Schools, Kans.

Pub Date—Sep 75

Note—124p.; Some pages may have poor reproducibility due to small type

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Curriculum Guides, English Curriculum, *English Instruction, Junior High Schools, *Language Arts, Language Skills, Listening Skills, Reading Skills, Test Construction, *Unified Studies Curriculum, Vocabulary Development, *Writing (Composition)

The Shawnee Mission Unified Studies curriculum is designed as a synthesis of language arts skills with social studies concepts. This document is a language arts curriculum guide for grades 7-9. Five major areas are delineated: composition, study of language, listening and viewing, literature and reading, and speaking. The instructional components of each major area are sequenced according to objectives, and most of them are keyed to present resources in the Shawnee Mission (Kansas) school district. The instructional components include such skills as recognizing and using the four kinds of sentences; evaluating appropriate composition elements; recognizing and using communication words, phrases, and clauses; recognizing figurative language; and recognizing tone. Also included in this document is a goal component assessment system for criterion-referenced tests in the five major areas. (TS)

0906 ED 113 678

Rembert, Emma W.

Reading in the Secondary School.

Pub Date—75

Note—33p.; Prepared for the School of Education, Florida International University

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Area Reading, *Curriculum Guides, *Developmental Reading, Postsecondary Education, Readability, *Reading Instruction, *Reading Programs, Remedial Reading, Secondary Education, Study Skills, Teacher Education

A course for teaching reading in the secondary school, designed for teachers both with or without previous study in the teaching of reading, is presented in outline form. The course is divided into the following five sections: reading perspectives or theory, secondary programs, assessment, classroom organization, and content-specific proficiencies. Each section contains an introduction and list of goals, tasks or assignments, and suggested instructional resources. Alternative assignments are given, based on the experience of the teacher. Field experiences are required. (MKM)

0907 ED 102 332

Career English: A Curriculum Guide. Research Series No. 43.

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Spons Agency—Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Coll. of Education.

Pub Date—Aug 74

Note—37p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Skills, *Curriculum Guides, *English Curriculum, Integrated Curriculum, Interpersonal Competence, Interpersonal Relationship, Job Application, *Reading Skills, Secondary Education, Self Evaluation, Skill Development, *Work Attitudes

The Career English Curriculum Guide has been prepared to better equip students with communication skills required in the working world. Basic skills of reading job-related materials and writing brief resumes are blended with the less measurable skills of developing good relationships with fellow employees and good attitudes toward work in general. Concepts, objectives, and suggested activities are outlined for three units: seeking employment, on the job, and improvement of communication skills. The course is intended to meet the needs of students in grades 10-12 and can be completed in one semester. Seven appendixes, including reading printed directions, work attitudes, and self-evaluation, are followed by a three-page list of resource materials (books, filmstrips, kits, microfiche, and tapes). (Author/BP)

0908 ED 074 512

A Nongraded Phase Elective Senior High English Curriculum.

South Bend Community School Corp., Ind.

Pub Date—[72]

Note—497p.

Available from—Mr. Russell Rothermel, South Bend Community School Corp., 635 South Main St., South Bend, Ind. 46623 ($8.00, make check payable to the South Bend Community School Corp.)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Business English, *Course Descriptions, Creative Writing, Drama, *Elective Courses, *English Curriculum, English Instruction, Instructional Materials, Language Acquisition, Literature, Multimedia Instruction, Reading Instruction, *Secondary School Curriculum,

Speech Instruction, Writing (Composition)

The course content in this nongraded phase elective curriculum is classified into Phase 1, designed for students who find reading, writing, and speaking difficult, Phase 2 for students who need to improve and refine basic skills at a somewhat slower pace, Phase 3 for those who have an average command of basic language skills and want to advance at a moderate pace, Phase 4 for those who learn fairly rapidly and have a good command of the language, and Phase 5 for those who are looking for a challenge and for stimulating experiences. Each elective, including the freshman introductory course, is offered for a 12-week period. Along with course descriptions, a list of objectives and instructional materials and a short course outline are provided. On occasion suggested approaches, techniques, and additional references are also listed. Some of the subjects offered include basic reading, theater, mythology, vocational English, creative writing, modern media, journalism, developmental reading, American literature, American fiction, English novel, humanities, politics in literature, comedy, Shakespeare, short story, speech, drama, and a few year-long courses such as college prep, mechanics, speaking, and grade level courses. (HS)

0909 ED 067 887

Brown, Roland G.

A Bookless Curriculum.

Pub Date—72

Note—134p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 ($3.96)

Document Not Available from EDRS.

Descriptors—Creative Reading, *English Curriculum, *English Instruction, Experimental Curriculum, *Films, *Film Study, High School Students, Language Arts, *Mass Media, Media Selection, Program Descriptions, Reading Programs, *Visual Literacy

If a student reaches high school and cannot read, the only route to success may lie in a media-oriented curriculum. In line with this philosophy, this report describes an experimental media-based curriculum developed to capitalize on the students' ability to grasp the visual image in situations where they cannot grasp the written image. The philosophy behind the concept of a bookless curriculum is discussed first; then the objectives of the program and how it has been implemented are outlined. A year's lesson plans, centering around the use of mass media, are detailed. For each lesson plan, a particular film or discussion topic is identified, and the source, length, and a synopsis of each suggested film are provided, along with information about rental costs. Discussion questions and suggestions for small-group activity are also provided. Appendixes provide the teacher with student questionnaires, statistical data derived from a pilot project, and 12 production units the teacher may want to use for class involvement and participation. (Author/RH)

0910 ED 061 721

Project R-3; A Motivational Program Emphasizing Student Readiness, Subject Relevance, and Learning Reinforcement Through Individualized Instruction, Intensive Involvement, and Gaming-/Simulation.

San Jose Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date—72

Note—200p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Curriculum Guides, *Educational Games, Games, Game Theory, *Mathematics Instruction, Mathematics Materials, Motivation, Reading Achievement, *Reading Instruction, Reading Materials, Reading Material Selection, Reading Skills, *Remedial Instruction, Remedial Reading, Secondary School Students, *Simulation, Teaching Methods

Identifiers—*Project R 3

A course intended to upgrade essential reading and mathematics skills in students who show poor performance or negative attitudes towards school has been developed at A. Lincoln High School in San Jose, California. Called Project R-3, it seeks to motivate students by emphasizing student readiness, subject relevance, and learning reinforcement through a varied program of individualized instruction, field trips, and gaming and simulation devices. The program for 1970-1972 taught grades eight and nine. Average gain in basic skills was nine months for reading and one year for mathematics, over seven months of instruction. The contents of this report include a complete program description and guide to replication, a discussion of the theory of gaming and simulation, and sixteen games and simulations to be used in reading and mathematics instruction. (RB)

0911 ED 051 191

Child, Toni, Ed.

Teaching Reading in South Carolina Secondary Schools. Curriculum Planning Guide.

South Carolina State Dept. of Education, Columbia.

Pub Date—[68]

Note—136p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Curriculum Guides, *Reading Instruction, *Secondary Education

GRADES OR AGES: Secondary grades. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into ten chapters and several appendixes, each of which is straight text interspersed with photographs and illustrations. It is offset printed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The first three chapters outline a philosophy of reading instruction and develop related objectives. Five chapters suggest general types of activities, with some specific examples, for basic reading skills and reading in the content areas. These chapters also present suggestions for planning a comprehensive program, including instructional and organizational practices, responsibilities of personnel, and student motivation. INSTRUCTIONAL MATERIALS: One chapter presents guidelines for selecting, developing, and using instructional materials. Appendixes contain extensive lists of materials, both print and non-print. STUDENT ASSESSMENT: One chapter gives general guidelines for student evaluation, including methods of using standardized tests and ways to evaluate the disadvantaged. Appendixes contain samples of several reading tests and questionnaires and an extensive list of standardized tests and other evaluation materials. (RT)

0912 ED 042 749

Guidelines for Secondary English Programs.

Jefferson County Public Schools, Lakewood, Colo.

Pub Date—[70]

Note—17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Core Curriculum, *Course Descriptions, Degree Requirements, *Educational Objectives, *Elective Courses, *English Curriculum, English Instruction, Language, *Language Arts, Listening Skills, Literature, Reading Instruction, Speech, Writing (Composition)

Included in this document are (1) guidelines for elective secondary English programs which provide class designs for reading, writing, listening, speaking, and language instruction; (2) objectives and guiding principles for language arts instruction, K-12; (3) the Jefferson High School Language Arts elective program philosophy and requirements in four basic areas--literature, composition, language, and speech; and (4) the English requirements, policies, and course descriptions for the sophomore, junior, and senior years. (JMC)

0913 ED 032 314

A Tentative Curriculum Guide for Communications.

District of Columbia Public Schools, Washington, D.C.

Pub Date—68

Note—67p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Activity Units, Communication Problems, *Communication Skills, *Curriculum Guides, Educational Games, *Educational Objectives, *English Instruction, *Language Arts, Listening Skills, Reading Skills, Secondary Education, Speech Communication, Spelling Instruction, Teaching Methods, Writing Skills

This curriculum guide aims to provide practical assistance for the teaching of communication skills at all levels of secondary school instruction. Material is organized under four main headings--listening, reading, speaking, and writing. Objectives to be attained in each area are listed along with appropriate activities arranged in increasing difficulty from beginning skills, through intermediate, to advanced. The appendix includes lesson plans, special units (e.g., a "teletrainer" unit, a newspaper unit, an advertising unit), tips for spelling and oral drills, games for developing communication skills, an introductory test, a bibliography, and a list of equipment and materials needed for the learning activities. (LH)

0914 ED 001 824

ENGLISH, DESCRIPTIONS AND OUTLINES OF SECONDARY SCHOOL COURSES.

San Francisco Unified School District, Calif.

Pub Date—63

Note—94P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Course Organization, *Curriculum Guides, *English Instruction, Grammar, Reading Skills, *Secondary Education, *Teaching Methods, Writing (Composition)

Identifiers—California (San Francisco)

USE OF THE GUIDE IS INTENDED FOR THE INSTRUCTION OF AVERAGE STUDENTS IN THE SECONDARY SCHOOLS. ALTHOUGH THE INSTRUCTOR IS GIVEN AREAS OF MODIFICATION FOR BELOW- AND ABOVE-AVERAGE PUPILS, IT IS STRONGLY RECOMMENDED THAT THE OUTLINE BE FOLLOWED AS CLOSELY AS POSSIBLE. THE ENGLISH COURSE IS ARRANGED INTO CERTAIN FIELDS OF STUDY INCLUDING GRAMMAR AND COMPOSITION, SPELLING AND WORD STUDY, LISTENING AND SPEAKING, AND LITERATURE. LISTS OF REQUIRED AND OPTIONAL BOOKS AND TYPES OF COMPOSITIONS TO BE WRITTEN IN EACH GRADE ARE GIVEN. THE TIME ALLOTMENT PER OUTLINE IS QUITE DECEPTIVE AND IS LEFT TO THE TEACHER'S DISCRETION, BUT APPROXIMATELY HALF THE TIME SHOULD BE DEVOTED TO LITERATURE AND THE OTHER HALF TO GRAMMAR AND COMPOSITION. TEACHERS ARE ENCOURAGE TO CONSULT THE "READING GUIDE" FOR APPROPRIATE READING SKILLS TO BE TAUGHT AT EACH GRADE LEVEL. ALSO INCLUDED ARE OUTLINES FOR ELECTIVE ENGLISH COURSES IN THE SECONDARY SCHOOLS, SUCH AS SPEECH, JOURNALISM, DRAMA, ADVANCED AND CONTEMPORARY LITERATURE, AND YEARBOOK.

0915 ED 001 622

READING GUIDE.

San Francisco Unified School District, Calif.

Pub Date—64

Note—154P.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Curriculum Guides, Glossaries, Reading Comprehension, *Reading Materials, *Reading Skills, Secondary Education, *Sequential Approach, *Teaching Methods

Identifiers—California (San Francisco)

THE SEQUENTIAL DEVELOPMENT OF READING SKILLS BY GRADE LEVEL IS PRESENTED. SUCH A GUIDE SHOULD HELP SECONDARY TEACHERS IN DIRECTING READING DEVELOPMENT AND PROMOTING PUPIL GROWTH, IN UNDERSTANDING AND EVALUATING THE READING ABILITY OF EACH STUDENT, IN IDENTIFYING HIS SPECIFIC NEEDS, AND IN PLANNING WAYS TO MEET THOSE NEEDS. THE GUIDE DESCRIBES THE SEQUENTIAL DEVELOPMENT OF THE FOLLOWING ABILITIES, LISTING THE SPECIFIC SKILLS COMPRISING EACH ABILITY AT THE APPROPRIATE GRADE LEVEL-READING READINESS, WORD RECOGNITION (ANALYSIS), COMPREHENSION, STUDY RESEARCH ORGANIZATION (INTEGRATION AND ASSIMILATION OF IDEAS), CREATIVE READING (INTERPRETATION OF IDEAS), CRITICAL READING, ORAL READING, AND ADJUSTMENT OF READING RATE. A SUPPLEMENT CONTAINING A GLOSSARY OF READING TERMS ACCOMPANIED THE TEXT.

0916 ED 001 428

JOHNSTON, FRANK P. AND OTHERS

ENGLISH FOR VOCATIONAL SCHOOLS.

New York State Education Dept., Albany.

Pub Date—54

Note—208P.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Communication Skills, Curriculum Development, *English Instruction, High Schools, Reading Skills, Skill Development, *Student Motivation, *Teaching Guides, *Vocational

Education, Writing Skills
Identifiers—NEW YORK, New York (Albany)
AN ENGLISH PROGRAM WAS DESIGNED TO MEET THE PRINCIPLES AND AIMS OF VOCATIONAL EDUCATION. THE STUDENT IN A VOCATIONAL SCHOOL HAS BEEN MOTIVATED BY A DESIRE TO PREPARE HIMSELF FOR A SPECIFIC OCCUPATION. THE VOCATIONAL HIGH SCHOOL ENGLISH COURSE SHOULD CAPITALIZE ON THIS MOTIVATION BY OFFERING THE STUDENT COMMUNICATION SKILLS CLOSELY RELATED TO HIS TRADE EXPERIENCE. AS A CURRICULUM GUIDE, THIS HANDBOOK IS DESIGNED TO ASSIST THE VOCATIONAL ENGLISH TEACHER IN SETTING UP A VITAL PROGRAM FOR HIS STUDENTS. IT OFFERS SUGGESTED PROCEDURES WHICH ARE SUBJECT TO CHANGE OR MODIFICATION, BUT WHICH HAVE BEEN FOUND TO BE FEASIBLE UNDER ACTUAL TEACHING CONDITIONS. THE COURSE CONTENT FOR 4 YEARS AND SPECIFIC PROCEDURES FOR THE FIRST AND SECOND YEARS ARE OUTLINED. THE PROCEDURE SHEETS EXPLAIN AS SPECIFICALLY AS POSSIBLE HOW THE COURSE MAY BE TAUGHT. GENERAL SUBJECT AREAS COVERED BY THE PROCEDURE SHEETS INCLUDE AN ORIENTATION ON STUDY METHODS, READING, ORAL EXPRESSION, WRITING, AND THE MECHANICS OF ENGLISH.

0917 ED 001 144
ALSTON, JUANITA S. AND OTHERS
COURSE OF STUDY OF SECONDARY READING. A SUPPLEMENT TO THE COURSE OF STUDY IN ENGLISH, GRADES 7-12.
Pittsburgh Board of Public Education, Pa.
Pub Date—JAN64
Note—59P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Course Organization, *Curriculum Guides, *Reading Development, Reading Instruction, Reading Materials, Resource Materials, *Secondary Education, *Teaching Methods
Identifiers—PENNSYLVANIA, Pennsylvania (Pittsburgh)
THE DEVELOPMENTAL READING IN GRADES 7 THROUGH 12 WAS PRESENTED, GIVING PROCEDURE AND TECHNIQUES, READING MATERIALS, BASIC SKILLS, ENRICHMENT, LESSON PLANS, AND A BIBLIOGRAPHY OF RECOMMENDED READING. BASIC SKILLS CITED WERE-PHONETIC AND STRUCTURAL ANALYSIS, COMPREHENSION, LOCATION, SKILLS, VOCABULARY, AND ENRICHMENT. EVALUATION, ORGANIZING, AND APPRAISING MATERIAL IN SILENT AND ORAL READING WERE STRESSED. OBSERVABLE CLUES TO POOR READING ARE-EYE MOVEMENTS, LIP AND THROAT MOVEMENTS, HEAD MOVEMENT, POSITION OF THE BOOK, TENSIONS SUCH AS GRITTING TEETH AND SQUIRMING, AND LOW INTEREST. NINE COMPARISONS ARE SHOWN BETWEEN EFFICIENT AND INEFFICIENT READERS. FOLLOWING IS A LIST OF RESOURCE MATERIALS INCLUDING BOOKS, WORKBOOKS, MECHANICAL DEVICES, TESTING MATERIALS, FILMS, AND FILMSTRIPS. A DIAGRAMMATIC PLAN OF A READING LABORATORY IS GIVEN. TWO UNITS OF STUDY, "EFFICIENT READING" AND "SPEED, POWER AND PROFICIENT READING," ARE OUTLINED.

1000 ED 155 591
Whisler, Nancy G.
Teaching Students to Use Context Clues in Reading.
Pub Date—Nov 77
Note—12p.; Paper presented at the Annual Meeting of the California Reading Association of the International Reading Association (11th, Anaheim, California, Nov. 2-5, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cloze Procedure, *Context Clues, Elementary Education, *Learning Activities, *Reading Comprehension, *Reading Instruction, *Reading Skills, *Teaching Methods, Vocabulary Skills, Word Recognition
The use of context clues is basic to the reading act. This paper emphasizes the importance of teaching students to recognize context clues and outlines reasons for teachers' frequent failure to do so. It then suggests ways of helping students become aware of ways context clues can be of value to them as readers and of teaching them to identify different types of context clues, such as those that provide a direct definition of an unknown word or a comparison with it. Teaching strategies are then suggested for introducing the concept of context and helping students learn how to use context to determine word meaning. Finally, the paper shows who to design lessons based on the cloze procedure, context response cards, and "super sleuth" cards as practice exercises in using context clues. (GW)

1001 ED 144 033
Brandstetter, Glenda And Others
Precision Teaching for Decoding and Comprehension: Materials and Methods.
Richland School District 400, Wash.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—33p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Decoding (Reading), Elementary Education, *Instructional Materials, Paraprofessional School Personnel, *Precision Teaching, *Reading Instruction, *Reading Skills, Student Records, Teaching Methods
Identifiers—Elementary Secondary Education Act Title I
This publication deals with the classroom use of rate sheets as aids in teaching reading decoding skills systematically and sequentially. The introduction explains the use of rate sheets in presenting a systematic arrangement of instructional cues to which children respond for a standard period of time, and it discusses the original development of rate sheets for use in precision teaching programs. The publication then lists terms used in precision teaching, explains the use of paraprofessionals, tells how to set up student folders, and provides a sample student record sheet. Eleven sample rate sheets are presented for helping children develop skills related to the following areas: consonant blends, consonant substitution, rhyming word parts, variant vowel sounds, affixes, prefixes, word definitions, and heteronyms. (GW)

1002 ED 142 955
Tucker, Elisabeth Sulzby
Word Concept Development Activities.
Pub Date—May 77
Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, *Concept Formation, Generalization, *Language Experience Approach, Language Skills, *Learning Activities, Phoneme Grapheme Correspondence, *Reading Instruction, Semantics, *Teaching Methods, Vocabulary Development, Word Recognition, *Word Study Skills
Teachers working with a language experience approach to reading may use word-sorting activities as a means of exploring the letter/sound concepts and semantic concepts that children are forming. Using words that are already in a child's reading vocabulary, words that the child has made into sight vocabulary, and words that the child has requested while composing stories, the teacher asks the child to decide on categories into which the words may be divided. Words may be sorted according to letter/sound relationships, prefix of suffix likenesses and differences, etymological kinships, or semantic relationships. As teachers help the children to see that words may be categorized in different ways, children may recategorize their set of word cards many times. Experience has shown that the less useful categories will be used less and less frequently and that the more useful categories will be used often. As children become more adept at working with words and begin to read more widely, they are encouraged not only to sort old words but to seek out new words for their categories. Such word-sorting activities help children to explore words in a way that is related to other meaningful exploration in reading and using language. (GW)

1003 ED 110 975
Aaron, I. E.
Teaching Word Recognition Skills in Georgia Schools.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date—70
Note—86p.; Page 81 may not reproduce well
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Basic Reading, Informal Reading Inventories, Phonics, Primary Education, *Reading Instruction, Reading Programs, *Reading Skills, *Teaching Methods, *Word Recognition
This publication presents fundamental ideas necessary for effective teaching of word recognition as part of the reading process. Chapter 1 defines and discusses word recognition techniques. The second chapter reviews word recognition techniques and discusses how they aid the reader in unlocking words. Exercises and suggestions for teaching word recognition skills and subskills are presented in chapter 3. Chapter 4 presents an overview of the place of phonics in the reading program. Chapter 5 offers selected exercises for teaching phonics and related skills. A listing of word recognition skills by reading grade levels and a check list for use in evaluating the child's knowledge of word recognition skills are presented in chapter 6. A brief lesson plan for teaching word recognition skills when basal readers are used is outlined in chapter 7. An informal reading inventory is described in chapter 8, and chapter 9 contains summary comments on word recognition skills. (LL)

1004 ED 097 634
Watson, Pat, Comp.
Sequential Development of Some Basic Syllabication Skills.
Bellevue Public Schools, Wash.
Pub Date—72
Note—30p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Consonants, *Instructional Materials, Phonetic Analysis, *Phonics, Reading, Reading Improvement, *Reading Instruction, Reading Skills, Secondary Education, Structural Analysis, *Syllables, Vowels
The purpose of this instructional unit is to help secondary school students gain proficiency in phonetic analysis. The format of the unit provides the student with practice, testing, and retesting. It contains controlled vocabulary lists for each area and attempts to establish overlearning and automatic response to several of the high frequency pronunciation generalizations in the language. The areas covered include: consonant sounds, short vowel sounds in closed syllables, long vowel sounds in open syllables, long vowel sounds with silent "E," compound words, break between doubled consonants, break between two sounded consonants, break before single consonants, ending syllables, the schwa sound, three syllable words and introduction to suffixes, and three and four syllable words and prefixes. Also included is an all area proficiency test. (WR)

1005 ED 095 513
Glass, Gerald G.
Teaching Decoding as Separate from Reading: Freeing Reading from Non-Reading to the Advantage of Both.
Pub Date—73
Note—51p.
Available from—Adelphi University Press, Garden City, New York 11530 (Write for price)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Beginning Reading, *Decoding (Reading), Methods, *Phonics, Reading, Reading Achievement, Reading Development, *Reading Instruction, Reading Skills, *Teaching Methods
This book is concerned with the skill of learning to read and factors primarily related to teaching the beginning reading skills. The contents include: "Rationale," which discusses abilities related to reading, reading as a different medium, decoding coming before reading, decoding as separate from reading, hypotheses for decoding, and a demonstration using the previously discussed decoding skills; "Glass-Analysis for Perceptual Conditioning," which looks at an approach for beginning reading instruction which utilizes shaping for perceptual conditioning and requires the learner to examine known words, out of context, both visually and auditorially, to develop instant visual clustering of letters with their associated sound: and "Considerations," which looks at the Glass-Analysis technique in terms of opportunity to differentiate, to redefine difficulty, to determine structural letter sound frequencies, and to screen for decoding ability. (WR)

1006 ED 086 965
Rosner, Jerome
Adopting Primary Grade Reading Instruction to Individual Differences in Perceptual Skills.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 73
Note—24p.; Paper presented at the Annual Meeting of the College Reading Association (17th, Silver Springs, Maryland, Nov. 1-3, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decoding (Reading), *Perceptual Development, Primary Education, Reading, *Reading Achievement, Reading Development, Reading Improvement, *Reading Instruction, *Reading Skills, *Teaching Methods
Reading instruction should be modified to make it compatible with students' perceptual skills. Assessing the adequacy of a student's perception is pertinent to planning his reading instructional program—not because the teacher can then teach to a preferred modality but, rather, because it can help the teacher determine whether the student has acquired the basic skills that are assumed by the particular instruction program that is to be used in the classroom. Some suggestions that teachers should follow for teaching reading to children with substandard perceptual skills include: only capital letters should be used until the student has acquired some degree of reading fluency; modify the text by adding a distinctive cue to potentially confusing letters; "b" and "d" should not be taught in juxtaposition; instruct the student to use his finger as a pointer, pointing to each word as he reads; teach the student that the start of a new sentence is signaled by a capital letter and the end by a period; introduce only a few sentences at first; for students who exhibit a deficit in auditory perception, phonics based instruction is needed; and teach the student to repeat what he has heard and wants to remember. (WR)

1007 ED 075 835
Words: What We Know about Words. [Language Curriculum] Level V [Grade 5]; Teacher's Guide.
Oregon Univ., Eugene. Oregon Elementary English Project.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143
Pub Date—71
Contract—OEC-0-8-080143-3701
Note—55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Guides, *Elementary Education, *English Curriculum, Grade 5, Language Arts, Language Skills, Semantics, Symbolic Learning, *Teaching Guides, *Word Recognition, *Word Study Skills
Identifiers—*Oregon Elementary English Project
Developed by the Oregon Elementary English Project, these two sections are part of a unit on words. The first section, consisting of 5 lessons, aims to make the student aware of (1) words as an integral part of the language and (2) the tremendous number of words he already knows and can use. The second section, "What We Know about Words," consists of 6 lessons: lesson 1 is concerned with the concept of words as arbitrary symbols which man

has attached meaning to; lessons 2 and 3 are concerned with the sounds of words; lessons 4 and 5 are concerned with the meanings of words; and lesson 6 explains the way in which words are learned. Each lesson contains a statement of purpose, background materials, a discussion of the lesson content, teaching procedures, and student exercises. (See related documents CS 200 482-492, and CS 200 494-499.) (HS)

1008 ED 075 829

Fun with Words, Unit IV: Language Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143

Pub Date—71

Contract—OEC-0-8-080143-3701

Note—97p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum Guides, *Dictionaries, *English Curriculum, *Grade 3, *Grade 4, Guides, Language Arts, Lexicology, Pronunciation, Semantics, Teaching Guides, Word Recognition, *Word Study Skills

Identifiers—*Oregon Elementary English Project

Intended for use with grades three and four, this curriculum unit developed by the Oregon Elementary English Project attempts to (1) develop an interest in, respect for, and curiosity about words; (2) expose students to the concept that when we know a word we know its meaning, pronunciation, and relationship to other words; (3) build language confidence through word building; and (4) introduce the student to the dictionary. The first two lessons introduce the idea of the individual word bank and the concept of words as building blocks of the language; lessons 3 through 6 deal with the meanings of words; lessons 7 through 11 emphasize the use of the dictionary; and lessons 12 and 13 are primarily concerned with pronunciation of words. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A supplementary packet of materials to be used in conjunction with some of the lessons is also provided. (See related documents CS 200 482-486 and CS 200 488-499.) (HS)

1009 ED 066 709

O'Brien, Patti Lynn

Word Attack Skills, "Making Phonics Reasonable."

Pub Date—May 72

Note—11p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Decoding (Reading), Linguistics, *Phonics, Reading, *Reading Instruction, Reading Materials, *Reading Skills, Teaching Methods, Word Recognition

A word attack program that begins with phonics and incorporates various aspects of a linguistics approach is described in this paper. Regardless of the material that is used, there are 13 consonant sounds which are easier to learn than others: b, d, j, f, k, p, t, l, m, n, r, v, and z. W and h would be introduced next because in isolation they make only one sound. The remaining six consonants are different because they consist of more than one sound. The blends should be introduced nex., emphasizing that these are letters which go together. Short vowel sounds would follow because they are easily controlled, easier for the students to identify, and require only one vowel rule to be learned. After the short vowels, children would be introduced to the long vowel sounds. After vowel sounds are learned, special combinations are introduced. These combinations are digraphs, diphthongs, "r" controlled, etc. Finally, the second sound the additional six consonants make would be introduced. (WR)

1010 ED 064 708

Manzo, Anthony V.

Some Innovations in Teaching the Decoding Aspects of Reading.

Pub Date—Jan 72

Note—20p.; Speech given at the Missouri State Right-to-Read Council Conference, Jefferson City, Missouri, January 26-27, 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Initial Teaching Alphabet, *Instructional Materials, *Reading, Reading Development, *Reading Instruction, Reading Skills, Tutoring, *Word Recognition

Identifiers—Decoding, Michigan Successive Discrimination Program, *Words in Color

A review of (1) the Tutor-Student-System, (2) Initial Teaching Alphabet, (3) Words in Color, and (4) the Michigan Successive Discrimination Program (MSDP) is presented in this paper. (WR)

1011 ED 063 579

Heilman, Arthur W.

Developing Word Analysis Skills.

Pub Date—May 72

Note—7p.; Paper presented at the annual convention of International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Instructional Materials, *Phonics, Reading Comprehension, *Reading Instruction, Reading Materials, Reading Skills, Structural Analysis, *Teaching Methods, *Word Recognition, Word Study Skills

The importance of word analysis skills to reading ability is discussed, and methodologies for teaching such skills are examined. It is stated that a child cannot become proficient in reading if he does not master the skill of associating printed letter symbols with the sounds they represent. Instructional procedures which augment the alphabet with letters and involve respelling of words are, it is suggested, confusing, and the claims of proponents of this methodology are contradictory. Another instructional approach creates dependency on charts for translations of letter to color to sound. A linguistic method rests on the assumption that a child should learn initially only those words which have regular spellings, thus neglecting 61% of 5000 basic vocabulary words with irregular spellings. Programmed reading materials have the advantage of allowing students to work at their own pace, but are lacking in emphasis on reading as a meaning-making activity. Over emphasis on word analysis skills can lead the student to resist reading for meaning or enjoyment. It is concluded that word analysis skills are necessary to reading ability and should therefore be taught systematically, but that reading for meaning and enjoyment should be given equal emphasis. (AL)

1012 ED 061 014

Campbell, Evelyn C.

Mastering Decoding Skills: English, Reading.

Dade County Public Schools, Miami, Fla.

Pub Date—71

Note—36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Context Clues, *Curriculum Guides, Dictionaries, Enrichment Activities, Evaluation Methods, *Phonics, *Remedial Reading, Resource Materials, *Secondary School Curriculum, Secondary Schools, Structural Analysis, Teaching Methods, Word Recognition, *Word Study Skills

Identifiers—*Quinmester Program

This course is designed to assist high-school students who have not achieved mastery of decoding skills in relating phonemes to graphemes and sequences of graphemes representing these phonemes; to deal systematically with the basic word pattern of English; and to analyze the structure of word pairing, morphology, roots, prefixes, suffixes, and derived inflectional forms. Additional emphasis is given to instruction in the use of redundancies available in syntactic structures toward analysis and identification of previously unknown words, and to verify meanings as they are modified by context, including punctuation. Besides these phonetic, structural, and contextual analyses, dictionary use and enrichment activities are also important aspects in the course design. The course rationale, program principles and procedures, teaching strategies with respect to each approach, and assessment procedures are described. Resource materials are listed separately under student resources and teacher resources. (Author/AW)

1013 ED 043 454

Chambers, J. Richard

Utilizing Word Recognition Skills While Improving Deficiencies.

Pub Date—May 70

Note—19p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Auditory Discrimination, Child Language, *Elementary Education, Intermediate Grades, Lesson Plans, *Phonics, Primary Education, *Reading Instruction, Sight Vocabulary, Visual Discrimination, *Word Recognition

Four possible alternative approaches for developing word recognition skills (including sample lesson plans for both primary and intermediate grades) were presented. The first emphasized the importance of the relative order of difficulty of word analysis skills involving phonic abilities and auditory and visual discrimination in both primary and intermediate grades. The second program stressed the use of vocabulary selected from words in the child's speaking vocabulary. The third focused on the inductive method of word recognition, and the fourth program emphasized the importance of acquiring both an intensive and extensive vocabulary. The lesson plans stressed the aspects of phoneme identification, knowledge of homophones, word classifications, and awareness of multimeaning vocabulary. The plans utilized self-directing/self-correcting material, every-pupil response techniques, and team-learning organizational patterns. References are included. (CL)

1014 ED 040 984

Emans, Robert Fisher, Gladys Mary

Teaching the Use of Context Clues.

National Council of Teachers of English, Champaign, Ill.

Pub Date—Mar 67

Note—4p.

Journal Cit—Elementary English; v44 n3 p243-46 Mar 1967

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Context Clues, *English Instruction, Phonetic Analysis, Reading Comprehension, *Reading Instruction, Reading Skills, Structural Analysis, Teaching Methods, Vocabulary Skills, *Word Recognition, Word Study Skills

This study involved the development of exercises for teaching the use of context clues in word recognition. Although authorities believe that context clues are best used in combination with other methods of word identification, such as phonetic analysis and word form, no hierarchy of difficulty among the many exercises for teaching context clues is known. Subsequently, to measure the degree of difficulty of six different word recognition techniques found in literature, students in grades 3-10 of 11 schools were given six different exercise forms. The results indicated that the more clues given a reader, the more easily he could identify a word. The easiest form provided phonetic and configuration clues with the context clues, while the most difficult form indicated only the omission of a word. Students, regardless of sex, intelligence, comprehension, or vocabulary and grade level, used the same clues to determine the suitable word. The exercises developed can also be used for teaching context clues in the classroom. (JM)

1015 ED 031 382

Newman, Harold

Pitfalls and their Avoidance in Teaching Phonics.

Pub Date—Mar 69

Note—19p.; Paper presented at the College Reading Association conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Individualized Instruction, *Phonics, *Reading Instruction, Teaching Methods

A discussion of several shortcomings of phonics instruction is aimed at aiding teachers in avoiding such pitfalls as (1) following just one method of phonics instruction whether or not it is helpful to children, (2) treating all children alike and teaching them all the same phonetic elements at the same time, (3) continuing an approach regardless of its effectiveness with some or all children in a class, (4) treating phonics and phonetics as if they were the same, and (5) adhering to pronouncements by experts without scrutiny of their value in immediate circumstances. Examples of these pitfalls are given, along with suggestions for avoiding them. The conclusion is reached that an eclectic approach to phonics should be taken by teachers in order to provide individual children with the particular help they need in whatever way they can best learn. (MD)

1016 ED 018 346
REECE, THOMAS E. AND OTHERS
SUGGESTIONS FOR DEVELOPING INDEPENDENT WORD ATTACK IN READING, FOR USE IN BASIC INSTITUTE MEETINGS, GRADES THREE AND FOUR.
Los Angeles City Schools, Calif.
Report No.—LACS-IB-EC-10
Pub Date—58
Note—16P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Context Clues, Dictionaries, *Phonetic Analysis, Pictorial Stimuli, *Reading Skills, Structural Analysis, *Teaching Methods, *Word Study Skills
A GUIDE FOR PLANNING SPECIFIC INSTRUCTION FOR DEVELOPING INDEPENDENT WORD ATTACK PRESENTS THE SKILLS NECESSARY FOR MASTERING SIGHT VOCABULARY, WORD RECOGNITION, AND THE USE OF THE DICTIONARY. SPECIFIC DEFINITIONS OF TERMS AND EXAMPLES OF TEACHING TECHNIQUES WITH THE SEQUENCE OF INSTRUCTION FOR THE DEVELOPMENT OF PHONETIC AND STRUCTURAL ANALYSIS SKILLS ARE PRESENTED. A QUICK REFERENCE SHEET OUTLINING BASIC READING SKILLS INDICATES THE GRADE LEVEL FOR INTRODUCING THEM. DETAILED STEPS FOR PHONETIC ANALYSIS ARE CHARTED AS A GUIDE FOR TESTING AND TEACHING.

1017 ED 013 196
CAMPBELL, BONNIE QUINN, GOLDIE
PHONETIC ANALYSIS OF WORDS IN GRADES 3 AND 4.
Bellevue Public Schools, Nebr.
Pub Date—JUN65
Note—27P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Grade 3, *Grade 4, Oral Reading, *Phonetic Analysis, Phonics, Rating Scales, Reading Comprehension, *Reading Skills, *Teaching Guides
Identifiers—NEBRASKA
SOME GUIDELINES FOR TEACHING THE PHONETIC ANALYSIS OF WORDS IN GRADES THREE AND FOUR ARE PRESENTED. ALL ELEMENTS INVOLVED IN THE TEACHING OF READING SKILLS, INCLUDING PHONETIC ANALYSIS, COMPREHENSION, AND ORAL READING, ARE COVERED. THE GUIDE PROVIDES EXAMPLES OF CHECKLISTS FOR COMPREHENSION SKILLS AND ORAL READING. (BK)

1018 ED 013 194
CAMPBELL, BONNIE QUINN, GOLDIE
PHONETIC ANALYSIS OF WORDS IN GRADES 5 AND 6.
Bellevue Public Schools, Nebr.
Pub Date—JUN65
Note—27P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Grade 5, *Grade 6, *Phonetic Analysis, *Reading Skills, *Teaching Guides
Identifiers—Bellevue Public Schools NE, NEBRASKA
THESE GUIDELINES WERE DEVELOPED AT THE BELLEVUE, NEBRASKA, PUBLIC SCHOOLS TO ANSWER THE REQUESTS OF UPPER ELEMENTARY TEACHERS FOR INFORMATION CONCERNING THE ELEMENTS OF THE PHONETIC APPROACH IN THE TEACHING OF READING. THE BOOKLET INCLUDES NOT ONLY THOSE SKILLS TO BE INTRODUCED FOR THE FIRST TIME AT THE FIFTH- AND SIXTH-GRADE LEVELS, BUT ALSO SKILLS WHICH MAY NEED TO BE REVIEWED. CHECKLISTS FOR OTHER READING SKILLS SUCH AS COMPREHENSION, ORAL READING, AND STUDY SKILLS ARE INCLUDED. (RH)

1019 ED 011 810
ROGERS, JOHN R. AND OTHERS
LINGUISTICS IN READING INSTRUCTION.
Mississippi Univ., University. School of Education.
Pub Date—FEB65
Note—156P.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Cultural Influences, *Dialects, Grammar, Graphemes, Language Arts, *Language Patterns, *Linguistics, Morphology (Languages), Phonetics, Phonics, *Reading Instruction, Social Influences, Spelling, Syntax, *Teaching Methods, Universities
PRACTICAL SUGGESTIONS FOR THE CLASSROOM TEACHER OF READING ARE REPORTED BY PARTICIPANTS OF AN INSTITUTE ON THE APPLICATION OF LINGUISTICS TO SPELLING AND READING INSTRUCTION. CHAPTER 1, "PHONEMICS AND ORTHOGRAPHY IN READING INSTRUCTION," TRACES SIGNIFICANT RELATIONSHIPS AMONG PHONEMICS, PHONETICS, PHONICS, ORTHOGRAPHY, AND READING INSTRUCTION. CHAPTER 2, "MORPHOLOGY IN READING INSTRUCTION," IS CONCERNED WITH STRUCTURAL ANALYSIS. CHAPTER 3, "SYNTAX IN READING INSTRUCTION," IS CONCERNED WITH LANGUAGE UNITS MORE COMPLEX THAN THE SINGLE WORD, AND THEIR RELATIONSHIPS WITH READING INSTRUCTION. CHAPTER 4, "DIALECTOLOGY IN READING INSTRUCTION," DEALS WITH PROBLEMS ARISING FROM THE FACT THAT LANGUAGE PATTERNS VARY FROM AREA TO AREA AND FROM CULTURAL LEVEL TO CULTURAL LEVEL. COMPLICATED TERMINOLOGY IS SIMPLIFIED FOR THE CREATIVE TEACHER SEEKING TO DEVELOP THE CHILD'S BACKGROUND IN BASIC LANGUAGE PATTERNS IN HIS ORAL LANGUAGE IN ORDER TO FACILITATE HIS BEGINNING READING DEVELOPMENT. EMPHASIS IS PLACED UPON HELPING THE CHILD FEEL COMFORTABLE WITH THE LANGUAGE HE BRINGS TO SCHOOL, AS WELL AS UPON DEVISING MEANS OF DEVELOPING LANGUAGE UNDERSTANDINGS AND APPRECIATIONS TO FIT THE CLASSROOM SITUATION. IMPLICATIONS FOR AND RECOMMENDATIONS TO THE CLASSROOM TEACHER ARE DISCUSSED. FIGURES, CHARTS, TABLES, AND A BIBLIOGRAPHY OF 47 ENTRIES ARE INCLUDED.

1020 ED 011 502
ROMER, ROBERT D.
TEACHING READING IN THE ELEMENTARY SHCOOL-PHONIC AND OTHER WORD PERCEPTION SKILLS.
Los Angeles City Schools, Calif.
Report No.—INSTR-BULL-EC-110
Pub Date—66
Note—129P.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Educational Media, *Elementary Education, *Phonetic Analysis, Phonics, Reading Instruction, *Reading Programs, Reading Skills, *Sequential Approach, Sequential Learning, *Structural Analysis, Student Evaluation, *Teaching Guides, Teaching Methods, Word Recognition
Identifiers—California (Los Angeles)
A GUIDE FOR TEACHING PHONIC AND STRUCTURAL ANALYSIS AND OTHER WORD PERCEPTION SKILLS AT THE PRIMER LEVEL THROUGH GRADE 6 PROVIDES DEFINITIONS, EXAMPLES, AND SUGGESTIONS FOR THE TEACHER. INFORMATION IS PRESENTED WITHIN SIX CATEGORIES–(1) THE TOTAL READING PROGRAM, EMPHASIZING WORD PERCEPTION SKILLS AND TECHNIQUES, LANGUAGE UNDERSTANDINGS, READINESS, BASIC VOCABULARY, THE TEACHER'S ROLE, AND A BALANCED PROGRAM, (2) PHONIC AND STRUCTURAL ANALYSIS, INCLUDING DEFINITIONS OF RELATED TERMS, (3) SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS IN CHART FORM, (4) SUGGESTED SEQUENTIAL DEVELOPMENT OF WORD RECOGNITION SKILLS AND GENERALIZATIONS WITH EMPHASIS ON LEVEL OF INTRODUCTION, (5) SUGGESTIONS FOR INTRODUCING LEARNING EXPERIENCES AND ADDITIONAL ACTIVITIES FOR RHYMING WORDS, INITIAL CONSONANTS, FINAL CONSONANTS, CONSONANT DIGRAPHS AND BLENDS, LONG VOWEL SOUNDS, VOWEL DIGRAPHS AND VARIANT SOUNDS, AND WORD STRUCTURE, AND (6) CHECK SHEETS FOR EVALUATION OF PUPIL PROGRESS FROM PRIMER LEVEL THROUGH GRADE 6 LEVEL. (LS)

1021 ED 001 744
HOYLE, ANNE M. AND OTHERS
LET'S TEACH WORD ANALYSIS SKILLS.
Prince George's County Board of Education, Upper Marlboro, Md.
Pub Date—63
Note—56P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Guides, *Phonetic Analysis, *Reading Instruction, *Reading Skills, Skill Development, *Structural Analysis
Identifiers—Maryland (Upper Marlboro)
A GUIDE ON THE TEACHING OF WORD ANALYSIS SKILLS IS PRESENTED. KNOWLEDGE OF WORD ANALYSIS ALONE DOES NOT ENSURE GOOD READING ABILITY. IT SHOULD, HOWEVER, ENABLE THE INDIVIDUAL TO BECOME MORE INDEPENDENT IN HIS READING. SKILLS DEVELOPED THROUGH A KNOWLEDGE OF WORD ANALYSIS CAN DO MUCH TO ENHANCE THE UNDERSTANDING OF WRITTEN MATERIAL AND TO ENABLE THE STUDENT TO BECOME A MORE PROFICIENT READER. THE STUDY OF WORD ANALYSIS CAN DO MUCH TO ENHANCE THE UNDERSTANDING OF WRITTEN MATERIAL AND TO ENABLE THE STUDENT TO BECOME A MORE PROFICIENT READER. THE STUDY OF WORD ANALYSIS IS APPROACHED THROUGH AN UNDERSTANDING OF THE PRINCIPLES INVOLVED IN FOUR MAJOR AREAS–(1) PHONETIC ANALYSIS OR SOUND CLUES, (2) STRUCTURAL ANALYSIS OR SIGHT CLUES, (3) SYLLABIFICATION, AND (4) ACCENT. TEACHERS ARE URGED TO LEAD THEIR PUPILS IN DISCOVERING FOR THEMSELVES THE RULES, PRINCIPLES, OR GENERALIZATIONS IN EACH OF THESE AREAS OF ANALYSIS AND IN EXPRESSING THE PRINCIPLES IN THEIR OWN WORDS. THE EXACT WORDING OF A RULE IS NOT IMPORTANT IF THE MEANING IS CLEAR TO THE CHILDREN. IT IS THE UNDERSTANDING OF THE UNDERLYING PRINCIPLES OF WORD ANALYSIS AND THE ABILITY TO APPLY THESE PRINCIPLES THAT MAKE WORD ANALYSIS AN INVALUABLE TOOL IN LEARNING TO READ.

EXCEPTIONAL CHILDREN EDUCABLY MENTALLY HANDICAPPED

1100 ED 179 060

Canfield, Susan, Ed. And Others

EMH: Reading and Language Arts-Level V.

Jefferson County Public Schools, Louisville, Ky.

Pub Date—77

Note—117p.; For related information, see EC 122 106

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, *Language Arts, *Learning Activities, Mental Retardation, *Mild Mental Retardation, *Reading Instruction, Reading Skills, Secondary Education, Teaching Methods

The curriculum guide in language arts covers reading instruction activities for educable mentally handicapped secondary school students. Behavioral objectives are set forth, and activities and suggested materials are described for 18 skills: recognizing sight words; arranging words in alphabetical order; using guide words in the dictionary; using consonant blends; recognizing vowel diagraphs; reading words containing dipthongs; recognizing prefixes; using prefixes; recognizing and using suffixes; using pronouns and possessives; using irregular verbs; reading words with silent consonants; using homonyms correctly; identifying synonyms; using the abbreviated form of words: and recognizing declarative, interrogative, imperative, and exclamatory sentences. (CL)

1101 ED 179 059

Canfield, Susan And Others

Educable Mentally Handicapped (EMH): Language Arts-Level IV.

Jefferson County Public Schools, Louisville, Ky.

Pub Date—76

Note—91p.; For related information, see EC 122 107

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, Class Activities, Curriculum Guides, *Language Arts, Learning Activities, Mental Retardation, *Mild Mental Retardation, *Reading Instruction, Reading Skills, Secondary Education, Teaching Methods

The curriculum guide sets forth skills and learning activities in ungraded intermediate reading I for educable mentally handicapped students in junior and senior high school. Facilitating activities, suggested materials, and behavioral objectives are listed for 14 language arts skills: recognizing and reading words ending in silent 'e;' identifying sight words; using consonant blends; recognizing vowel digraphs; reading words containing consonant digraphs; reading r-controlled words; using word endings 'ing,' 's,' 'es,' 'ed;' changing singular nouns to plurals; recognizing the capitaliztion of proper nouns; recognizing interrogative sentences; identifying words of opposite meaning; forming compound words; forming contractions; and recalling factual information. (CL)

1102 ED 175 215

Resource Guide to Applied Basic Skills.

Georgia Univ., Athens. Center for Educational Improvement.

Pub Date—78

Note—625p.; Includes Seven Activity Booklets on Communication ; Prepared in collaboration with the Northeast Georgia CESA, Winterville

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—*Basic Reading, *Basic Skills, *Communication Skills, Elementary Secondary Education, Expressive Language, Mental Retardation, *Mild Mental Retardation, *Money Management, *Number Concepts, Receptive Language, Resource Materials, Skill Development, Teaching Guides, Teaching Methods, *Time, Writing (Composition), Writing Skills

Designed for instruction of mainstreamed educable mentally retarded (EMR) students in kindergarten through grade 12, the resource guide covers quantitative and communication subject areas. Minimal skill sequences are listed for primary, elementary, middle, and secondary age levels for the following quantitative topic areas: clock time, calendar use, money, temperature, weight, volume, velocity, fitting size, and length area. Communication skill sequences cover the following topics (sample subtopics in parentheses): receptive skills (reading decoding, reading comprehension); thinking; expressive skills (oral vocabulary, content, handwriting, and composition). Among appendixes are three informal reading inventories and a basic math skill sequence. Seven accompanying booklets list activities to promote the acquisition of basic communication skills. (CL)

1103 ED 140 064

Kessman, William A.

Food Services. Reading and Language Activities.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Apr 77

Note—99p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.00 plus postage)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Exploration, *Food Service, Instructional Materials, Language Acquisition, *Language Skills, *Learning Activities, Reading Development, Reading Materials, *Reading Skills, Secondary Education, Special Education, Vocabulary Development, Vocational Education

Written primarily for special needs students in the exploratory phase of a vocational program in food services, this activity book employs basic content material of the food service trade to serve as a vehicle for developing reading and language skills. Each lesson follows a similar format. The lesson is introduced by an illustration and a list of key words found in the reading selection which follows. Each reading selection is followed by short answer questions (getting the main idea, getting the meaning from the context), true-false questions, sentences to complete, vocabulary-spelling exercises, and a word puzzle. The titles of the lessons are A New School; A New Shop; What to Wear; Clean Hands, Please; Setting the Table: What to Use; Dishes and Glassware: How to Hold; What Is Flatware?; How a Table Is Set; Kitchen Work; Kinds of Foods; Large Kitchen Equipment; and Small Kitchen Equipment. (The last two lessons include a number of illustrations.) (LMS)

1104 ED 127 457

Skinner, Leah

A Secondary Education Curriculum for Educable Mentally Retarded Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Sep 75

Note—114p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Guides, English Curriculum, *Job Training, *Learning Activities, *Mild Mental Retardation, Reading Instruction, Secondary Education, Secondary School Mathematics, Skill Development, Work Attitudes

The aim of this curriculum guide is to help teachers train educable mentally retarded high school students with marketable skills, enabling them to compete in the world of work. Stress is on teaching appropriate work attitudes as well as skills. Four sections included are (1) Reading: Development of Reading Ability to Highest Intellectual Level, Development of Oral Comprehension to Same or Greater Degree, Ability to Read to Make Life and Work Easier; (2) Mathematics: Use of Four Basic Arithmetic Skills; (3) English: Ability to Communicate as Well in Writing as Vervally; (4) Preparation for Work: Assembly Line Worker, Worker for a Small Corporation, Short Order Cook, Restaurant Worker. Each section is presented in chart form with the following headings: Behavioral Objectives, Suggested Solution for Teacher, Suggested Activities for Students, and Evaluation. Each section is prefaced by a brief discussion and statement of the goals. Training activities are reinforced by nine appendixes. A bibliography and evaluation sheet for the curriculum guide are included. (TA)

1105 ED 118 763

Kessman, William A.

Building Maintenance. Reading and Language Activities.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-443

Pub Date—Nov 75

Note—69p.; For related documents, see CE 006 269, CE 006 272, and CE 006 281

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Development, *Custodian Training, Directed Reading Activity, High School Students, *Language Skills, Learning Activities, Reading Instruction, *Reading Skills, School Shops, Secondary Education, *Special Education, Study Guides, *Workbooks

The student manual has been designed primarily for beginning students in a high school level vocational program in building maintenance. A workbook for special needs students, the document does not cover all areas of custodial training but has been written for the purpose of refining the basic skills of reading comprehension, vocabulary building, spelling, word usage, and word recognition while relating these skills to some of the tasks a beginning student must know. Some of the building maintenance skills covered include dust-mopping and buffing floors, vacuuming, dusting, and lavatory cleaning. Lessons are intended to coincide with performing the actual activity in a shop situation. (Author/LJ)

1106 ED 078 632

Exceptional Children Conference Papers: Education of the Educable Mentally Handicapped.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—73

Note—157p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Behavior Change, Cognitive Development, Conference Reports, Context Clues, *Exceptional Child Education, Institutes (Training Programs), Mental Retardation, *Mild Mental Retardation, Money Management, Motor Development, *Program Descriptions, Reading Comprehension, *Teaching Methods, Training Methods, Vocational Education, Word Recognition

Nine conference papers focus on education of educable mentally handicapped (EMH) children. A prototype evaluation of procedures for teaching reading comprehension involves assessment of 96 EMH or normal students' skills in identifying main and supporting ideas in connected discourse. Described is the Lincoln School's behavioral management system for EMH students, which stimulates the American capitalistic system through teacher development of a realistic environment, wherein students establish governing rules, and receive pay for good work and behavior. Reported are studies of contextual analysis and concept learning of normal and retarded children. Results of a token economy to develop money management skills in EMH students 12- to 17-years-old inuicate higher competency levels in functional mathematics. Provided is a basis for assessing and programing retarded children's cognitive and motor development from infancy through 7 years of age. Described as adaptable for institutional or agency use is a model which evolved from a teacher's workshop in Pennsylvania in preparation for teaching previously excluded EMH children. Discussed is the Charles Carroll Occupational School's program for EMH boys, which offers prevocational and vocational education, and work study experience. Six of eight EMH girls are reported employable as maids after a 6 week training program, which included class and on-the-job training, slide presentations, and a pictorial manual. A prototype evaluation of procedures for teaching word meaning skills to EMH and normal pupils centers on 2 years' research on synonyms and homonyms. (MC)

1107 ED 059 573
Mock, Sherry
Improving Reading Comprehension.
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.
Pub Date—Mar 72
Note—220p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Exceptional Child Education, Mental Retardation, *Mild Mental Retardation, *Reading Comprehension, Reading Materials, Reading Skills, *Teaching Guides
Activities, procedures, and resources are suggested for teaching reading comprehension skills to mentally retarded students. The document is intended as a handbook of teaching ideas based upon a flexible listing of sequential comprehension components. Comprehension skills are divided into five global grade levels and 12 major kinds of skills. Emphasis is upon individualizing instruction, using parents to reinforce school training, and presenting material audiovisually. Suggestions for classroom planning and program management are included. Major tests which can be used in the diagnosis of comprehension problems are summarized. Also included are resource lists of supplementary reading materials which can be used to teach comprehension skills, and a resource list of books for slow learners. (KW)

1108 ED 044 836
Meyen, Edward L. And Others
In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session I: Functional Basic Reading Series.
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-6-2883
Pub Date—[68]
Note—5p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Reading, Beginning Reading, *Exceptional Child Education, *Instructional Materials, *Mild Mental Retardation, *Reading Materials, Textbooks
Identifiers—Functional Basic Reading Series
Designed for educable mentally handicapped students, the Functional Basic Reading Series is described in terms of a practical approach to reading. The four developmental stages of the sequential program are presented accompanied with specific titles of materials appropriate for each level. Characteristics of controlled vocabulary, social goals and objectives, and interest factors are noted. (RD)

1109 ED 039 245
Materials for the Slow Learner, Grades 3-4-5.
Brunswick Public Schools, Maine.
Report No.—DPSC-67-2989
Pub Date—[69]
Note—32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Activities, Instructional Materials, *Intermediate Grades, *Language Arts, Low Ability Students, Reading Skills, *Slow Learners, Speech Communication, Spelling, Student Publications, *Teaching Methods, Vocabulary Skills, Writing Skills
To aid teachers of slow learners, this document, prepared under an ESEA Title 3 grant, reviews characteristics of low ability students, gives general recommendations for handling them, and suggests the establishment of a class newspaper to stimulate their study of the language arts. Twenty-seven specific teaching problems frequently encountered in grades 3-5 are presented with one or more solutions for each problem. (JM)

1110 ED 026 779
Reading Instruction in the Junior High Special Curriculum.
Baltimore City Public Schools, Md.
Pub Date—67
Note—67p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum, Curriculum Development, Curriculum Guides, Developmental Reading, Directed Reading Activity, *Exceptional Child Education, Handwriting, Junior High School Students, Language Arts, *Mental Retardation, Mild Mental Retardation, Phonetic Analysis, *Reading, Reading Programs, Sequential Approach, Spelling, Structural Analysis, *Teaching Methods, Vocabulary Development
Identifiers—Maryland, Maryland (Baltimore)
The reading program for the junior high special curriculum which is described uses a protective vocabulary of about 100 words and phrases, experience charts, incidental materials, and basal texts. Basic considerations of the functioning of mentally handicapped children are used in determining the scope of the program; instructions are given for using types of reading procedures, including protective vocabulary, the experience story approach, and directed reading. Also considered are planning for directed reading activity, establishing a reading program, and developing comprehension and word recognition skills with both structural and phonetic analysis. Skill assignments and a developmental sequence of reading skills are given. The goals of the English program, the spelling and handwriting units, and the rewriting of reading materials are described. Illustrations and examples are given for the material and a 21-item bibliography is included. (SN)

1111 ED 015 584
WOOD, MILDRED H.
COMMUNICATION SKILLS FOR THE PRIMARY CLASS OF EDUCABLE MENTALLY RETARDED, A CURRICULUM GUIDE.
State Coll. of Iowa, Cedar Falls. Extension Service.
Report No.—ES-PUB-NO-29
Pub Date—65
Note—60P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Children, *Communication (Thought Transfer), Communication Skills, *Curriculum, Curriculum Guides, Educational Objectives, Educational Programs, Elementary Education, *Exceptional Child Education, Instructional Materials, Language Acquisition, Language Skills, Listening Skills, *Mental Retardation, Mild Mental Retardation, Reading Development, Reading Skills, Skill Development, Speech Skills, Student Characteristics, Writing Skills
THE PHILOSOPHY AND GENERAL OBJECTIVES OF TEACHING COMMUNICATION SKILLS TO EDUCABLE MENTALLY RETARDED CHILDREN (AGED SIX TO 10 YEARS) ARE PRESENTED. INTELLECTUAL, PHYSICAL, SOCIAL, PERSONAL, AND OCCUPATIONAL CHARACTERISTICS OF THE CHILDREN ARE DISCUSSED. A DESCRIPTION OF THE INSTRUCTIONAL PROGRAM (CLASS, CLASSROOM, TEACHER, DAILY PROGRAM, AND CURRICULUM) IS INCLUDED. SEPARATE CHAPTERS ON THE TEACHING OF READING, WRITING, LISTENING, AND SPEAKING SKILLS LIST GOALS, BASIC PRINCIPLES, SKILLS TO BE DEVELOPED, ACTIVITIES, INSTRUCTIONAL MATERIALS, AND A SKILL INVENTORIES CHECKLIST. A 43-ITEM BIBLIOGRAPHY FOR TEACHERS IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE EXTENSION SERVICE, STATE COLLEGE OF IOWA, CEDAR FALLS, IOWA 50613, FOR $1.00. (MK)

1112 ED 012 529
HOVET, MARY R. PUMPHREY, FRANKLIN
SPECIAL EDUCATION TEACHER'S RESOURCE GUIDE FOR EDUCABLE MENTALLY RETARDED CHILDREN.
Howard County Board of Education, Ellicott City, Md.
Pub Date—JUN66
Note—120P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Curriculum Guides, Elementary Education, *Handwriting Instruction, *Mild Mental Retardation, Program Development, *Reading Instruction, Resource Materials, Secondary Education, Special Education, Teaching Guides, *Teaching Methods, Units of Study, *Word Recognition
Identifiers—Maryland (Ellicott City)
AS A SOURCE OF INFORMATION AND TECHNIQUES ABOUT THE EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED, THIS TEACHING GUIDE DISCUSSES TEACHER PLANNING, ADJUSTMENT OF INSTRUCTION TO MEET THE NEEDS OF THESE STUDENTS, TEACHING TECHNIQUES, AND EVALUATION. PROCEDURES ARE LISTED FOR INSTRUCTION IN READING, WORD RECOGNITION, HANDWRITING, SPELLING, ARITHMETIC, CREATIVE SKILLS, AND SOCIAL STUDIES. TEN RESOURCE UNITS EMPHASIZING SOCIAL STUDIES FOR PRIMARY, ELEMENTARY, AND MIDDLE EDUCATIONAL LEVELS ARE OUTLINED WITH APPROPRIATE ACTIVITIES AND RESOURCES. ALSO INCLUDED ARE A GLOSSARY OF TERMS, SUGGESTIONS TO SPECIAL SUBJECT TEACHERS WORKING WITH EDUCABLE STUDENTS, AND AN OUTLINE OF THE SPECIAL EDUCATION CURRICULUM IN THE HIGH SCHOOL. (JK)

1113 ED 012 230
BLACK, MILLARD H. AND OTHERS
TEACHING THE EDUCABLE MENTALLY RETARDED CHILD TO READ.
Los Angeles City Schools, Calif.
Report No.—LACS-IB-EC-106
Pub Date—66
Note—82P.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Guides, *Elementary Education, Learning Activities, *Mild Mental Retardation, *Reading Instruction, Reading Programs, Reading Skills, Teaching Methods
Identifiers—California (Los Angeles)
AN INSTRUCTIONAL BULLETIN TO ASSIST TEACHERS OF THE EDUCABLE MENTALLY RETARDED CHILD IN THE DEVELOPMENT OF READING SKILLS WAS PREPARED FOR THE LOS ANGELES CITY ELEMENTARY SCHOOLS. THE BULLETIN IS DIVIDED INTO FOUR SECTIONS WHICH INCLUDE AN INTRODUCTION, A DISCUSSION OF THE DEVELOPMENTAL SEQUENCE NECESSARY FOR EFFECTIVE READING INSTRUCTION, SUGGESTIONS FOR STIMULATING THE DEVELOPMENT OF THOSE FACTORS, AND SOME PROCEDURES FOR EFFECTIVE READING INSTRUCTION. AN APPENDIX PRESENTS ACTIVITIES FOR DEVELOPING SENSORY PERCEPTION AND DISCRIMINATION, FOR PRACTICING THE SKILLS DEVELOPED IN SPECIFIC READING LESSONS, AND FOR INDEPENDENT PRACTICE OR DRILL. (BK)

1114 ED 002 794
BOYLE, RUTH C.
HOW CAN READING BE TAUGHT TO EDUCABLE ADOLESCENTS WHO HAVE NOT LEARNED TO READ.
Newark State Coll., Union, N.J.
Report No.—CRP-162
Pub Date—59
Contract—OEC-SAE-6903
Note—184P.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adolescents, Background, *Beginning Reading, Comparative Analysis, Experimental Programs, Learning Experience, *Mental Retardation, Mild Mental Retardation, *Reading Improvement, Reading Instruction, Reading Readiness, Teaching Methods
Identifiers—NEW JERSEY, New Jersey (Union), READING LEVELS
A READING PROGRAM WAS STUDIED AND TESTED FOR MENTALLY RETARDED ADOLESCENTS WHO READ SIGNIFICANTLY BELOW EXPECTANCY. THIS REPORT REFLECTS AN ORIGINAL ATTEMPT TO DEVELOP AN EXPERIMENTAL PROGRAM ONLY FOR THOSE EDUCABLES WHO HAVE NOT LEARNED TO READ. THIS PLAN WAS DISCONTINUED WHEN PRELIMINARY SCREENING REVEALED ONLY A FEW NONREADERS AMONG THE COMMUNITY AREAS CHOSEN FOR THE STUDY. THE INVESTIGATION COVERED THE FOLLOWING AREAS-(1) AN INVESTIGATION OF BACKGROUND FACTORS RELATING TO READING ACHIEVEMENT, (2) AN INQUIRY INTO LEVELS OF READING EXPECTANCY FOR EDUCABLES, INCLUDING THE KINDS AND AMOUNT OF READING WHICH MIGHT BE NEEDED, AND (3) AN EXPERIMENT WITH READING METHODS, MATERIALS, AND PROCEDURES. THE PROGRAM EMPHASIZED READING THROUGH THE EXPERIENCE-METHOD APPROACH WHICH MAKES USE OF INDIVIDUAL INTERESTS AND EXPERIENCES IN PRACTICAL AND MEANINGFUL WAYS THROUGHOUT THE SCHOOL DAY. TRADITIONAL AND SEMI-EXPERIENCE APPRO-

ACHES WERE ALSO USED TO MAKE A COMPARATIVE STUDY. PROGRAM RESULTS GAVE EVIDENCE THAT EDUCABLES ARE CAPABLE OF HIGHER ACHIEVEMENT WHEN APPROPRIATE EMPHASIS IS PLACED ON A SPECIFIC ACADEMIC AREA SUCH AS READING. IT WAS THE EMPHASIS ITSELF THAT SEEMED IMPORTANT TO READING PROGRESS, NOT THE PARTICULAR METHODS THROUGH WHICH EMPHASIS WAS APPLIED. (JH)

GIFTED

1200 ED 174 966
Mikulecky, Larry, Ed. Robbins, Ed., Ed.
Indiana Reading Quarterly; Volume XI, Number 3, Spring, 1979. [Different Approaches to Teaching Reading.]
International Reading Association. Indiana State Council.
Pub Date—79
Note—34p.
Journal Cit—Indiana Reading Quarterly; vXI n3 Spr 1979
Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academically Gifted, Disadvantaged Youth, Elementary Secondary Education, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Tests, Student Attitudes, *Teaching Methods, Test Wiseness
The eight articles in this publication focus on different approaches to reading instruction. Specific topics discussed include reading and the gifted child, teaching reading in a youth shelter, children's attitudes toward reading, teaching reading at the secondary level, secondary reading programs in Indiana, teaching test-taking strategies, the teaching of reading as a holistic process, and the direct reading approach to reading developed by Pauline Banks. (FL)

1201 ED 157 072
Laidlaw, Carole
Curriculum Guide for Teaching Gifted Children Literature in Grades One through Three. Updated Edition.
California State Dept. of Education, Sacramento.
Pub Date—78
Note—35p.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Book Reviews, *Books, *Childrens Literature, Creative Writing, Critical Reading, *Curriculum Guides, Discussion (Teaching Technique), Fiction, *Gifted, Language Arts, *Learning Activities, Literary Criticism, *Literature Appreciation, Primary Education, *Teaching Methods
Lessons directed toward the development of literary and interpretive skills in gifted children in grades one through three are described in this guide. The guide contains an introductory session and ten lessons designed to help children learn about three elements of plot (story line, buildup, and theme), the roles played by story characters, story mood and tone, elements of suspense and surprise, figurative and descriptive language, point of view, first-person and third-person stories, and mystery stories. The lessons include suggestions for discussion questions, activities, and recommended reading. The guide also suggests methods for helping students write original stories as a culminating project to the study of literature, learn to write simple book reviews, and evaluate the books they read. (GW)

1202 ED 036 401
Reading for the Gifted: Guided Extension of Reading Skills Through Literature. Part IV.
Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Report No.—EC-132
Pub Date—69
Note—111p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academically Gifted, *Advanced Students, *Critical Reading, Fiction, Gifted, History, Literature Guides, *Reading Instruction, Reading Materials, *Reading Skills, Teaching Guides
This instructional bulletin is designed to assist teachers in whose classes are one or more gifted pupils who are reading above grade level. The books discussed have been chosen, and the instructional bulletin developed, specifically for use with gifted pupils at grades 5 and 6. This bulletin provides guidance for the study of historical fact and fiction in children's literature. Synopses are provided for the 20 books comprising this unit, and suggestions for leading discussions on character development, plot development, elements of style, utilization of history as background, and the author are provided. References are included. (NH/Author)

1203 ED 035 524
Reading for the Gifted: Guided Extension of Reading Skills Through Literature. Part V.
Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Report No.—EC-133
Pub Date—69
Note—93p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academically Gifted, *Gifted, Literature Guides, *Moral Values, Reading Instruction, Reading Materials, *Reading Skills, Teaching Guides
Guidance is provided in this instructional bulletin for study by gifted pupils of a series of books related to the central theme, The Development of Strong Moral Character Through Overcoming Adversity. The books selected provide opportunities for the examination of moral and spiritual values. The instructional materials developed and books selected were done so specifically for use by gifted pupils at grades 3 and 4. Literary terms are defined, synopses of the selected books and instructional information for many are included, plus biographical information about most of the authors. References are given. (NH/Author)

1204 ED 020 086
BIGAJ, JAMES J.
A READING PROGRAM FOR GIFTED CHILDREN IN THE PRIMARY GRADES.
Pub Date—25APR68
Note—10P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Creative Reading, Critical Reading, *Elementary School Students, *Gifted, Individualized Reading, *Instructional Materials, *Reading Instruction, Supplementary Reading Materials, *Teaching Methods, Vocabulary Development, Vocabulary Skills
Identifiers—California Achievement Tests, SRA ACHIEVEMENT SERIES
THE UNIQUE NEEDS OF THE GIFTED ELEMENTARY SCHOOL CHILD FOR READING INSTRUCTION ARE DESCRIBED. SUGGESTIONS FOR THE IDENTIFICATION OF GIFTED PUPILS INCLUDE TEACHER OBSERVATION CRITERIA AND STANDARDIZED TESTS OF INTELLIGENCE, READING READINESS, AND ACHIEVEMENT. IDENTIFICATION SHOULD BE BASED ON A COMPARATIVE ANALYSIS OF ALL POSSIBLE DATA. GUIDELINE PRINCIPLES OF INSTRUCTION INCLUDE (1) INDIVIDUALIZING INSTRUCTION TO PROVIDE MORE GUIDANCE IN ADVANCED CRITICAL AND CREATIVE READING AND MORE INDUCTIVE INSTRUCTION RATHER THAN DEDUCTIVE INSTRUCTION, (2) GIVING FLEXIBILITY IN ASSIGNMENTS TO ELIMINATE UNNECESSARY READINESS ACTIVITIES AND REPETITION, AND (3) ENCOURAGING PLEASURE IN READING AND BUILDING ON DIVERSIFIED INTERESTS. TITLES ARE SUGGESTED TO HELP PROVIDE SUPPLEMENTARY MATERIALS FOR THE WIDE RANGE OF ABILITY AND INTERESTS. MATERIALS ARE RECOMMENDED FOR VOCABULARY DEVELOPMENT IN STUDYING WORD ORIGINS AND THE HISTORICAL DEVELOPMENT OF LANGUAGE. METHODS FOR TEACHING CRITICAL EVALUATIVE SKILLS AND RESEARCH STUDY SKILLS ARE SUGGESTED. READING CAN BE A STIMULUS FOR A VARIETY OF SUCH FOLLOWUP ACTIVITIES AS CREATIVE WRITING, DRAMATIZATIONS, AND REPORTS WHICH ARE DESCRIBED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (BOSTON, APRIL 24-27, 1968). (CM)

1205 ED 013 707
PENROSE, ROBERT AND OTHERS
READING FOR THE GIFTED-GUIDED EXTENSION OF READING SKILLS THROUGH LITERATURE. PART 2, APPRECIATING THE CONTRIBUTIONS OF SCIENCE THROUGH BIOGRAPHY...
Los Angeles City Schools, Calif.
Report No.—LACS-INSTR-BULL-EC-118
Pub Date—66
Note—103P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Biographies, *Gifted, Grade 5, Grade 6, Literature Appreciation, *Reading Instruction, *Science Education, Science Materials, *Teaching Guides
Identifiers—Los Angeles City Schools CA
THIS TEACHING GUIDE IS DESIGNED FOR USE WITH GIFTED PUPILS AT GRADES FIVE AND SIX WHO ARE READING TWO OR MORE LEVELS ABOVE THEIR GRADE PLACEMENT. THE GUIDE ALSO PROVIDES GUIDANCE FOR THE STUDY OF BIOGRAPHY THROUGH SCIENCE LITERATURE. SUCH READING SKILLS AS ANALYZING THE AUTHOR'S PURPOSE, HIS ORGANIZATION, PERSONALITY AND STYLE, UNDERSTANDING FIGURATIVE LANGUAGE, SYMBOLISM, IMPLICATIONS, THE THEME OR CENTRAL PURPOSE, AND TONE, GAINING INSIGHT INTO HUMAN BEHAVIOR, AND UNDERSTANDING THE INFLUENCE OF ENVIRONMENT ON CHARACTER ARE DEVELOPED. THREE GROUPINGS OF BOOKS ARE USED. THE "A" BOOK IS "BREAKTHROUGHS IN SCIENCE" BY ISAAC ASIMOV. QUESTIONS ARE PROVIDED TO HELP THE CHILD TO ACQUIRE UNDERSTANDINGS IN THE AREA OF SCIENCE AND TO IMPROVE HIS PROFICIENCY IN THE USE OF READING SKILLS. THE FOUR "B" BOOKS, BIOGRAPHIES OF GALILEO, ALBERT SCHWEITZER, LOUIS AGASSIZ, AND ROBERT GODDARD, ARE USED TO DEVELOP APPRECIATIONS IN THE AREA OF BIOGRAPHICAL LITERATURE. THE 15 "C" BOOKS ARE TO BE READ INDEPENDENTLY AND USED FOR DISCUSSION. IN ADDITION TO TEACHING SUGGESTIONS, SYNOPSES OF ALL THE BOOKS ARE GIVEN. BACKGROUND INFORMATION FOR THE TEACHER, A GLOSSARY, AND A BIBLIOGRAPHY ARE INCLUDED. (RH)

1206 ED 013 706
CURTIS, ALICE AND OTHERS
READING FOR THE GIFTED-GUIDED EXTENSION OF READING SKILLS THROUGH LITERATURE. PART 1, APPRECIATING THE CONTRIBUTIONS OF ONE AUTHOR...
Los Angeles City Schools, Calif.
Report No.—LACS-INSTR-BULL-EC-112
Pub Date—66
Note—112P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Books, Childrens Literature, *Gifted, Grade 5, Grade 6, *Intermediate Grades, *Literature Appreciation, *Reading Instruction, *Teaching Guides
Identifiers—Los Angeles City Schools CA
THIS TEACHING GUIDE IS PRESENTED TO ASSIST THE TEACHER IN WHOSE CLASSES ARE ONE OR MORE GIFTED PUPILS READING ABOVE GRADE LEVEL. DESIGNED FOR USE WITH GIFTED PUPILS AT GRADES FIVE AND SIX, PART 1 PROVIDES GUIDANCE FOR TEACHING THE CONTRIBUTIONS OF ONE AUTHOR TO CHILDREN'S LITERATURE. THE METHOD USES THREE GROUPINGS OF BOOKS. THE "A" BOOK, "ALONG CAME A DOG" BY MEINDERT DE JONG, IS USED TO STIMULATE THE CHILDREN TO READ THE "B" AND "C" BOOKS AND IS ANALYZED IN DETAIL. THE FOUR "B" BOOKS, ALSO BY DE JONG, ARE INDIVIDUALLY READ, DISCUSSED, EVALUATED, AND COMPARED TO THE "A" BOOK AND TO EACH OTHER. THE FIFTEEN "C" BOOKS ARE NOT INDIVIDUALLY ANALYZED, BUT ARE READ INDEPENDENTLY. THEY PROVIDE A RICHER BACKGROUND FOR AN IN-DEPTH ANALYSIS OF THE "A" AND "B" BOOKS AND SHOULD BE READ CONCURRENTLY WITH THE OTHERS. GUIDANCE FOR THE TEACHER INCLUDES SUGGESTIONS FOR MOTIVATING THE PUPILS, FOR INTRODUCING THE STORY, FOR SETTING UP PURPOSES FOR READING, FOR TEACHING VOCABULARY, AND FOR GUIDING QUESTIONS FOR DISCUSSING IMPORTANT ELEMENTS OF CHARACTERIZATION, PLOT DEVELOPMENT, AND STYLE. SYNOPSES ARE GIVEN FOR EACH OF THE "B" AND "C" BOOKS. BACKGROUND INFORMATION ABOUT THE AUTHOR AND THE ILLUSTRATOR IS PROVIDED. (RH)

LEARNING DISABLED

1300 ED 176 227
Ansara, Alice, Ed.
Current Issues in Dyslexia.
Orton Society, Towson, Md.
Pub Date—79
Note—314p.
Available from—The Orton Society, Inc., 8415 Bellona Lane, Towson, Maryland 21204 ($6.00 plus $0.60 postage and handling. Article reprints: 1-10 pages, $0.60; 11-15 pages, $0.75; 16-20 pages, $1.00)
Journal Cit—Bulletin of the Orton Society; v29 1979
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cerebral Dominance, *Dyslexia, Elementary Secondary Education, Higher Education, Language Acquisition, *Language Handicaps, *Learning Disabilities, Linguistic Competence, *Reading Diagnosis, Reading Failure, *Reading Instruction, Remedial Reading, Special Education, Teaching Methods
This bulletin is published annually in the interest of children with learning disabilities, language disabilities, or dyslexia. The 22 articles discuss the following topics: current issues in dyslexia, language disorders, subgroups in dyslexia, specificity and parameters in defining dyslexia, strategies for recognition and management of reading disorders, defining dyslexia, asymmetries of the brain, sex differences in hemispheric specialization, hemispheric differences and reading strategies, cerebral dominance and subtypes of developmental dyslexia, children's concepts of language in learning to read, assessing reading and language skills, story comprehension and recall in dyslexic students, communication competence in reading and learning, the importance of helping students become avid readers as well as competent readers, implications for diagnosis and treatment of dyslexia, program planning for dyslexic children in the general classroom, intervention for reading achievement for high-risk first grade children, the school principal as advocate for the child with learning differences, supplementary English for specific language disabilities, assisting dyslexic college students, and dyscalculia and dyslexia. (FL)

1301 ED 172 482
Learning Disabilities. Parts I Through IV. Programs 144-147.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Note—57p.; The document was also sponsored by the Corporation for Public Broadcasting; Print is small and may be difficult to read
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, *Definitions, *Dyslexia, *Educational Methods, Elementary Secondary Education, Emotional Problems, *Identification, Incidence, Interviews, Labeling (of Persons), *Learning Disabilities, Reading Instruction, Teacher Education, *Teacher Role, Teaching Methods
The transcript of a four-part radio program on learning disabilities (LD) focuses on issues involving the definition, identification, and education of LD children. Definitional concerns are voiced by J. Gallagher, S. Kirk and S. Richardson. Controversy over prevalence estimates is discussed. Teachers of LD children comment on effective identification and education strategies for dyslexic and LD students. Teacher training is examined by M. Frostig and J. Gallagher. Reactions of an LD elementary student and an LD adult are cited. Other topics covered include reading and emotional problems of LD students, dangers in labelling children LD, and the teacher's role in working with LD students. (CL)

1302 ED 159 853
Kavanagh, James F. Yeni-Komshian, Grace
Developmental Dyslexia and Related Reading Disorders.
National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Human Learning and Behavior Branch.
Report No.—DHEW-NIH-78-92
Pub Date—78
Note—61p.
Available from—National Institute of Child Health and Human Development, (DHEW/NIH), Bethesda, Maryland 20014 (Single copy free)
Pub Type— Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Development, *Dyslexia, *Etiology, *Learning Disabilities, *Low Achievement, *Reading Difficulty, Reading Processes, Remedial Reading, *Teaching Methods
The 8-chapter booklet gives an overview of what is known and what remains to be known about developmental dyslexia. Chapter 1 defines the scope of reading problems in general, while chapter 2 defines dyslexia-"children who have difficulty learning to read, for no apparent reason". Chapter 4 outlines the normal reading process. Possible causes for dyslexia, including educational, biological, and psychological factors, are discussed in chapter 5. Developmental, corrective, and remedial teaching methods are explained in chapter 6. Chapters 7 and 8 deal with prognosis and needed research respectively. (PHR)

1303 ED 133 956
Powerful Little Goodies! Information Packet. Motivate Reading!!
Florida Learning Resources System/CROWN, Jacksonville.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—75
Note—32p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Directed Reading Activity, Elementary Education, *Handicapped Children, *Learning Activities, *Motivation Techniques, Reading Games, *Reading Instruction, Reinforcement, Student Interests, Teacher Developed Materials
The document is designed to provide special education teachers with ideas and techniques for motivating reading at the elementary level. A student interest inventory is included, and motivation through reinforcement is explained. Techniques and suggestions for teachers include such items as making a slide show, making your own books, and using posters. (IM)

1304 ED 090 726
Scarbrough, Annabell T.
Guiding Growth in Reading: Reference Manual for Teachers of Children with Learning Problems in the Regular Classroom Grades 1-4.
Pub Date—[73]
Note—80p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, Class Activities, Elementary School Students, *Exceptional Child Education, Individual Activities, Instructional Materials, *Learning Disabilities, Library Skills, *Mainstreaming, Oral Reading, *Reading, Study Habits, *Teaching Guides, Vocabulary, Word Recognition
Presented for teachers of children with learning problems in regular classrooms, grades 1 - 4, this is a developmental, sequential guide for teaching reading at the primary, intermediate, and advanced levels. Material for each level is organized according to behavioral objectives, motivating activities, content (or theoretical base) and appropriate learning aids, and learning activities (or practical application). Teachers are advised to evaluate the children's status, to relate the content to individual needs of the children, to be enthusiastic and versatile, and to expect success. Given for each level are behavioral objectives and activities for vocabulary building, word recognition skills, comprehension associational abilities, oral reading skills, study skills, and library skills. As an example of the approach used to teach word recognition skills at the upper primary level, the pupils are expected to recognize familiar parts in longer words as measured by teacher observation, to analyze compound words such as "everyone", to use learning aids such as word games, and to perform learning activities such as finding two words in a compound word. (MC)

1305 ED 089 484
Project Success for the SLD Child, Language Arts Guide.
Wayne - Carroll Public Schools, Wayne, Nebr.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nebraska State Dept. of Education, Lincoln.
Pub Date—[74]
Note—109p.; For related information see EC 061395, EC 061396, and EC 061401
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum Guides, Elementary School Students, *Exceptional Child Education, *Language Arts, *Language Handicaps, *Language Programs, Learning Disabilities, Lesson Plans, Phonics, Reading Skills, Sequential Learning, Spelling, Teaching Methods, Word Recognition, Writing Skills
Identifiers—Elementary Secondary Education Act Title III, Nebraska
Presented in the language arts teaching guide, developed by Project Success (Nebraska) through a Title III grant for language handicapped elementary level students, are 33 basic lessons stressing phonics, a daily writing program, and ideas for creative writing. Noted are characteristics of students and goals of Project Success. The language program is said to begin simply with names, sounds, and forms of letters and to progress sequentially to more complex structures through a multisensory approach that integrates reading, writing, speaking, and listening. Emphasized are constant review, individualized learning stations, a relaxed classroom environment, and desirable teacher qualities such as sympathetic understanding. Directions for teaching a 1 1/2- to 2-hour daily lesson include aspects such as presenting the new skill; encoding (auditory), decoding (visual), and communicating. Listed for reference use is material such as the formation of letter sounds. Lessons are presented in terms of concepts, behavioral objectives, and procedures for introducing skills, building words, and reading. As an example, lesson 18 on the Magic e Syllable specifies skills such as adding a final e to words like cap and teaching procedures such as telling a story about a magic e that reaches over one consonant and sprinkles magic dust on the vowel to make it long. Listed are 44 language lesson topics such as contractions and letter writing. The daily writing program includes sequential steps such as picture presentation (said to be valuable for students having trouble with paragraphing), suggestions for evaluation and dictionary work, and motivation. Listed for creative writing are 178 topics such as "If I were President". Noted are ways to teach capitalization and punctuation. (MC)

1306 ED 088 008
Calkins, Eloise O., Comp.
Reading Forum: A Collection of Reference Papers Concerned with Reading Disability.
National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.
Report No.—DHEW-NIH-73-44; NINDS-Monogr-11
Pub Date—[70]
Note—255p.; See related document ED 037 317 for Committee's Final Report "Reading Disorders"
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($2.85 domestic postpaid; $2.50 GPO Bookstore)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Beginning Reading, *Dyslexia, Early Reading, Elementary Education, Preschool Education, *Reading Diagnosis, *Reading Difficulty, Reading Failure, *Reading Instruction, Reading Processes, *Remedial Reading, Teaching Methods
Collected together in this volume are the background papers for the National Advisory Committee on Dyslexia and Related Reading Disorders. Papers include "The Nature of the Reading Process"; "Bases of Classification of Reading Disorders"; "Sex Differences in Reading Disability"; "Dyslexia: Neurological and Genetic Etiology"; "Dyslexia and Its Remediation"; "Relation of Early Language Development to Subsequent Reading Disorder"; "Preschool Intervention"; "Preschool Educational Strategies and Issues: A Review"; "The Role of Individual Diagnosis in Remedial Planning for Reading Disorders"; "The Nature of the Reading Process, The Rationale of Non-Educational Remedial Methods"; "Early Identification of Potentially Retarded Readers within the School Sys-

tem"; "School Age Programs: Modifications of Teaching Methods and Materials for Total Population Groups"; "The Teaching of Children with Language Disabilities–Small Groups"; "Manpower"; "Development of Competencies for the Teaching of Reading to Children who have not Learned under Conventional Procedures"; "New Trends in Reading"; "Understanding Learning Disabilities"; and "Directories of Remedial Reading Services." (HOD)

1307 ED 082 439

Broska, Kenneth F. And Others

Clinical Teacher Desired Pupil Behaviors: An Individualized Reading Curriculum.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No.—119054A

Grant—OEG-0-71-1668(603)

Note—192p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Children, Course Objectives, Criterion Referenced Tests, *Curriculum Guides, Educational Programs, *Exceptional Child Education, Handicapped Children, *Individualized Instruction, *Reading, Reading Diagnosis, Reading Skills, *Teacher Education

Identifiers—Florida State University

The individualized reading curriculum guide contains conceptual and instructional models, instructional modules, and competency tests to be used by special education teachers for exceptional children. The curriculum is said to be a critical component of the model developed at Florida State University for trainee demonstration of competency in diagnosis and intervention during practicum experience. The conceptual model gives guidelines for reading competency, major competency tests, performance objectives and cluster competency tests. Reading competency is defined as integration of the four major skills of pre-reading, reading-phonetics, reading-linguistics, and reading comprehension. The criterion referenced competency tests are said to be helpful in diagnosis. Individualized instructional modules described include auditory and visual discrimination, memory, sequential memory, comprehension, and visual letter knowledge in the area of pre-reading; consonants and vowels in the area of reading-linguistics; and phonetics-linguistics, word and phrase meaning, syntax, sentence and paragraph meaning in the area of reading comprehension. Usually given for each area (or competency) is the model cluster (such as visual discrimination), module (such as discrimination of position), purpose, behavioral objectives, instructional resources-/options/activities, and sample test items. Appended are lists of words and sentences to illustrate such aspects as rhyming, consonant blending, blends, prefixes, or sentence meaning. (For related information see EC 060 271, EC 060 273, and EC 060 274.) (MC)

1308 ED 055 396

Brodack, Joseph And Others

The Taxonomic Instruction Project: A Manual of Principles and Practices Pertaining to the Strategies of Instruction. Second Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2528; BR-7-1295

Pub Date—Aug 70

Grant—OEG-1-6-062528-2092; OEG-08-071295-4399(032)

Note—193p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Case Studies, *Classification, *Emotional Disturbances, *Exceptional Child Education, Guidelines, Instructional Materials, Program Development, *Reading, Reading Materials, Reading Skills, *Underachievement

Intended as an instructional guideline, the last of three reports on taxonomic instruction explains strategy development and use in instruction. The instructional content is reading, with a target population of emotionally disturbed, underachieving students. Strategies are defined as instructional actions resulting from a process of experimentation and hypothesis testing by the teacher. The taxonomy is intended, therefore, as an organizing index for instructional behavior of teachers. The content of reading is described as being divided into basic skills, basic subskills, and sequential levels. The reading instruction strategy is described as composed of settings of student grouping, modes of instruction, sensory modality input channels for a student's reception of information, and sensory modality output channels for a student's expression of information. Each aspect of instructional strategies is explained with examples of taxonomic strategies. Achievement of individualization and personalization in strategies is then explained. Included are different tests and observations used in strategy formation. Then four case studies are presented illustrating the decision making process in strategy formation. Concluding is a discussion on relationship of strategy use and formation to computer assisted instruction. (See also EC 040 216 and EC 040 217.) (CB)

1309 ED 054 579

Dyslexia: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Feb 71

Note—20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bibliographies, *Dyslexia, *Exceptional Child Education, *Reading Difficulty, Remedial Reading, Teaching Methods

Contained in the annotated bibliography are 84 references to texts, journal articles, research reports, and teaching or program guides concerning dyslexia. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. Such topics as identification and educational diagnosis, research on dyslexia, lateral dominance and other neurological considerations, perception, reading difficulty, reading skills, remedial reading, and teaching methods are covered. For each of the references, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Author and subject indexes are provided. (KW)

1310 ED 051 594

Reading Methods and Problems: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Feb 71

Note—15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Annotated Bibliographies, *Bibliographies, Dyslexia, *Exceptional Child Education, Learning Disabilities, Reading Diagnosis, *Reading Difficulty, *Remedial Reading, Teaching Methods

The bibliography contains 57 references selected from Exceptional Child Education Abstracts relating to reading methods and problems applicable to handicapped children. One in a series of over 50 similar selected listings concerning the education of the gifted or handicapped, the bibliography cites research reports, conference papers, journal articles, texts, and program guides on such topics as diagnosis and remediation, dyslexia, skill development, perceptual handicaps, and instructional materials. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. Author and subject indexes are also included. (RD)

1311 ED 039 385

Early Childhood. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).

Council for Exceptional Children, Arlington, Va.

Pub Date—Apr 70

Note—123p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Conference Reports, Educational Diagnosis, Educational Television, Elementary Education, *Exceptional Child Education, *Handicapped Children, Identification, Instructional Materials, Multiple Disabilities, Parent Education, Preschool Education, Reading Skills, Remedial Instruction, *Young Children

The report includes papers presented on early childhood at the 1970 convention of the Council for Exceptional Children. Discussions are concerned with the effectiveness of teaching selected reading skills to children 2 to 4 years by television by Barbara J. Dunn, educational materials as an aid in evaluation of preschool multihandicapped children by Ronnie Gordon, and the use of instructional materials with multihandicapped preschool children by Carol Halliday. Additional papers present a progress report of a project in early identification and remediation of learning problems in elementary school children attempting to increase classroom success by James Barnard, and a panel of research findings with programs for preschool children and parents by Merle B. Karnes. (JM)

1312 ED 036 021

Reading Methods and Problems (Handicapped Children). Exceptional Children Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date—Nov 69

Note—13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, *Bibliographies, Dyslexia, *Exceptional Child Education, Handicapped Children, Learning Disabilities, Perception, Psycholinguistics, *Reading, Reading Difficulty, Reading Instruction, Reading Programs, Teaching Methods, Visual Perception

Forty-one abstracts with descriptive terms are presented which deal with various aspects of reading methods and problems including discussions of dyslexia, sensory impairment, teaching techniques, and physiological considerations. An author and subject index, user information, and information on purchasing either the individual documents or the total collection are provided. (JM)

1313 ED 032 703

Burg, Mary, Comp.

Handbook for Teachers of Children with Specific Learning Disabilities.

Hamilton County Public Schools, Ohio.

Pub Date—[69]

Note—107p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administration, Administrator Guides, Behavior Rating Scales, Check Lists, Class Organization, *Exceptional Child Education, Instructional Materials, *Learning Disabilities, Parent Participation, Parent Teacher Conferences, *Program Development, Reading Skills, *Records (Forms), Referral, State Standards, Student Evaluation, Student Placement, Student Records, Teacher Responsibility, Tutoring

Identifiers—Ohio

A forward, an educational philosophy, a statement of beliefs, a list of teachers' addresses, a calendar of events, a statement of interdisciplinary relationships, and procedures for referral and placement precede records and forms used by an Ohio county school system for children with learning disabilities. Information is provided on the following topics: referral forms and a placement letter; criteria and information needed for placement; the Ohio State Board of Education Standards; an administrator's guide; an explanation of the data processing of records; organization of a classroom, program structure, a suggested list of materials, and suggestions for an instructional program; tutoring services; a checklist for reporting to parents; and forms and suggestions for parent-teacher conferences. Also provided are information on parent organizations and on teachers speaking to community groups and attending conventions, reading skills check lists and rating scales, policies on teacher absences and inservice training, and procedures for regular class placement. Recommendations are made for the order of use of books and materials, and a bibliography is included. (RJ)

1314 ED 030 243

Social Problem Fiction; A Source of Help for Retarded Readers.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2883

Pub Date—Feb 69

Grant—OEG-3-7-002883-0499

Note—316p.

EDRS Price - MF02/PC13 Plus Postage.
Descriptors—*Annotated Bibliographies, Athletics, Basic Reading, Behavior, Biographies, Blacks, Books, Childrens Literature, *Exceptional Child Education, Family Problems, Foreign Culture, Hygiene, *Instructional Materials, Interpersonal Competence, *Mental Retardation, *Reading, Reading Instruction, Reading Level, Social Discrimination, Social Problems, Teaching Methods

An annotated listing of over 500 major fiction books and basal readers provides suggestions for their use in library instruction, independent reading, class and small group discussion, and correlation with unit work and basal reader programs. The books are listed according to primary, intermediate, and advanced reading levels and books to be read aloud by the teacher. Coding for cross reference is included with the readings of adventure, appearance, behavior and etiquette, biography, character and personality, family problems, foreign backgrounds, Negro Americans, prejudice, sports, and war. Also provided are author and publisher indexes. (JK)

1315 ED 029 418
Frostig, Marianne And Others
Individual Learning Disabilities.
Rocky Mountain Educational Lab. Corp., Denver.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Oct 68
Contract—OEC-4-7-062828-3063
Note—43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Auditory Perception, *Communication Problems, *Dyslexia, *Exceptional Child Education, Hearing Impairments, *Identification, *Learning Disabilities, Minimal Brain Dysfunction, Psychomotor Skills, Reading Instruction, Remedial Reading, Speech Handicaps, Student Evaluation, Teaching Methods, Verbal Communication, Visual Perception
Identifiers—Elementary Secondary Education Act Title IV

The following workshop presentations consider learning disabilities: "Educational Goals of the Perceptually Handicapped" by Marianne Frostig, "Remediation of Reading Problems" by Gilbert Schiffman, "Early Identification of Learning Disabilities" by Katrina de Hirsch, and "What Are Some Speech and Hearing Considerations? by John Irwin. (JD)

1316 ED 028 019
Edwards, Thomas J.
Lexic-Dyslexic Diagnostic Instruction.
Pub Date—Apr 68
Note—12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Curriculum Evaluation, *Diagnostic Teaching, *Dyslexia, *Elementary School Students, Individual Instruction, *Reading Ability, *Reading Instruction, Teaching Methods

Dyslexia is too often a general category for an assortment of reading disabilities. Reading ability might be considered as a continuum ranging from lexia to dyslexia with no implication regarding the cause of the disability. Instead of labeling the child with a reading problem a failure, present teaching techniques should be evaluated on the basis of their effectiveness in individual situations. The initial stages of learning to read comprise a highly complex perceptual learning function that varies from child to child, and current reading tests frequently do not measure these differences. Until better tests are developed, it is the teacher's responsibility to diagnose individual differences in learning styles. A suggested model for classroom diagnosis provides all students with a rich language experience program that allows early identification of quick perceptual learners. The slower learners could then be given special attention through the use of various individualized approaches to the teaching of reading. (BS)

1317 ED 027 167
Snapp, Virginia
Teaching Upper Elementary Students With Severe Learning Disabilities.
Oakland Unified School District, Calif.
Pub Date—Dec 68
Note—60p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Arithmetic, Attention Control, Behavior Development, *Dyslexia, Group Dynamics, *Instructional Programs, *Intermediate Grades, *Learning Problems, Logical Thinking, Operant Conditioning, Reading Skills, Social Studies, Teaching Methods, Writing Skills

A program for intermediate-grade children (4, 5, and 6) with severe learning disabilities is described. The typical student involved in the program has been unsuccessful in a regular classroom, has had special help with reading, does not fit the criteria for any special education program, and has average or above-average intelligence. The program objectives, the skills taught, and the teaching methodology are described. Also described are the materials employed, the architectual requirements, and the backup services. A multidisciplinary analysis of the program and evaluation of each student are emphasized. Charts, tables, and a bibliography are included. (RT)

1318 ED 019 194
CRAWFORD, FRANCES N.
THE USE OF INDIVIDUALIZED MULTISENSORY MATERIALS TO DEVELOP A BASIC SIGHT VOCABULARY.
Abington High School, Pa. North Campus.
Report No.—TITLE-3-DPSC-67-4194
Pub Date—JUN67
Note—11P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audiovisual Aids, *High School Students, *Individual Instruction, *Reading Difficulties, Reading Skills, Sight Method, *Sight Vocabulary, Word Recognition

TWO SETS OF MULTISENSORY DEVICES WERE USED TO DETERMINE WHETHER THEIR INDIVIDUALIZED USE WOULD HELP RETARDED READERS DEVELOP A BASIC SIGHT VOCABULARY. STUDENTS WHO HAD SPENT 9 OR 10 YEARS IN SCHOOL AND WHO WERE READING AT THE SECOND-READER INSTRUCTIONAL LEVEL WERE GIVEN THE DANIELS WORD RECOGNITION LIST, FORMS A AND B, AS PRETESTS AND POST-TESTS. NEW WORDS WERE LEARNED THROUGH THE "LANGUAGE MASTER" WHICH ALLOWS EACH STUDENT TO SEE THE WORD, HEAR IT, AND SAY IT. AFTER MASTERING THE WORDS, THE CHILD CHECKED HIS SKILL THROUGH THE "FLASH X" WHICH FLASHES A WORD ONE-THIRTIETH OF A SECOND. TESTS ON WORDS MOST FREQUENTLY USED IN READING AND WRITING ENGLISH WERE GIVEN PERIODICALLY. SINCE NINE OUT OF 10 STUDENTS TESTED GAINED 1 YEAR IN BASIC SIGHT WORD RECOGNITION, IT SEEMED THAT THE INDIVIDUALIZED USE OF THE MULTISENSORY DEVICES HELPED DEVELOP A BASIC SIGHT VOCABULARY. IT IS RECOMMENDED THAT A DEFINITE SCHEDULE FOR PRACTICE AND CHECKING BE ARRANGED FOR THE STUDENTS, THAT TEACHERS BE GIVEN MORE TIME THROUGH BETTER STRUCTURING, AND THAT MORE SCIENTIFICALLY CONTROLLED RESEARCH BE MADE. (NS)

1319 ED 015 203
MARCATANTE, JOHN J.
GATEWAY ENGLISH, IDENTIFICATION AND IMAGE STORIES (A GUIDE FOR TEACHERS).
City Univ. of New York, N.Y. Hunter Coll.
Report No.—BR-5-0687
Pub Date—64
Contract—OEC-3-10-015
Note—93P.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Classroom Guidance Programs, *English Instruction, Motivation Techniques, Reading Assignments, *Reading Difficulties, *Reading Instruction, Reading Interests, *Reading Materials, Self Concept, Story Reading, Student Developed Materials, *Teacher Developed Materials, Teaching Guides
Identifiers—PROJECT ENGLISH

THE IDENTIFICATION STORY IS AN ORIGINAL, OR ADAPTED, TEACHER-PREPARED TALE IN WHICH STUDENTS ARE CAST, ALWAYS SYMPATHETICALLY. THE IMAGE STORY IS WRITTEN BY THE TEACHER FOR A CLASS, SMALL GROUP, OR INDIVIDUAL IN AN ATTEMPT TO CAST EACH STUDENT IN A POSITIVE IMAGE THE STUDENT PREFERS. THE STUDENT-CREATED ANTHOLOGY IS A BOOKLET OF FICTIONAL, TRUE NARRATIVES, OR AUTOBIOGRAPHICAL SKETCHES WRITTEN BY STUDENTS AND USED, WITH THEIR PERMISSION, AS ONE OF THE READING TEXTS. THESE THREE DEVICES FOR TEACHING RETARDED READERS ARE DESCRIBED AND ILLUSTRATED IN THIS GUIDE. THEY ARE OFFERED AS POSSIBLE AIDS WITHIN A TOTAL READING PROGRAM, NOT AS THE SOLE COMPONENTS OF SUCH A PROGRAM. STEP BY STEP EXPLANATIONS OF THE PREPARATION, USE EVALUATION, AND SHARING OF THESE DEVICES ARE PROVIDED. THE NECESSITY FOR THE TEACHER TO KNOW AND UNDERSTAND EACH CHILD IS STRESSED, BUT THE TEACHER IS CAUTIONED TO AVOID ASSUMING THE ROLE OF PSYCHOLOGIST. CLASSROOM-TESTED SAMPLE MATERIALS ARE INCLUDED TO ILLUSTRATE, FOR POSSIBLE EXPERIMENTAL USE, MATERIALS POPULAR WITH STUDENTS AND TO ENCOURAGE TEACHERS TO COMPOSE AND ADAPT THEIR OWN READING MATERIALS. (RD)

1320 ED 015 085
GEHRING, KATHRYN B.
DYSLEXIA-READING DISABILITY WITH NEUROLOGICAL INVOLVEMENT.
Minneapolis Citizens Committee on Public Education, Minn.
Pub Date—1MAR66
Note—27P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dyslexia, Multisensory Learning, Neurological Impairments, *Neurology, Reading Instruction, Speech Handicaps, Symbolic Learning, *Teaching Methods, Visual Perception

THE SYMPTOMATOLOGY AND TREATMENT OF DYSLEXIA ARE DISCUSSED. A DESCRIPTION OF THE DYNAMIC NATURE OF DYSLEXIA, INCLUDING VISUAL PERCEPTION, AUDITORY PERCEPTION AND SPEECH, NEUROLOGICAL ABNORMALITIES, AND AUDITORY-VISUAL RELATIONSHIPS, IS PRESENTED. TREATMENT FOR DYSLEXIC CHILDREN IS DEPENDENT ON DIAGNOSIS AND CONSTANT EVALUATION. SOME METHODS OF TEACHING READING ARE DESCRIBED. ALTHOUGH PRESENT PROSPECTS FOR DYSLEXIC CHILDREN ARE NOT FAVORABLE, SOME PROGRAMS FOR LEARNING DISABILITIES ARE BECOMING AVAILABLE. HOWEVER, DIAGNOSIS IS DIFFICULT, AND SPECIAL METHODS OF INSTRUCTION ARE SELDOM BEGUN EARLY ENOUGH TO AVOID EMOTIONAL INVOLVEMENT. A BIBLIOGRAPHY IS INCLUDED. (BK)

SENSORY IMPAIRED (BLIND PLUS ONE DEAF)

1400 ED 179 947

Rinko, Victoria J. Degler, Lois Sauer

Concept Development for Mainstreamed Sensory Impaired Children.

Pub Date—[78]

Note—13p.

Pub Type— Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, Content Area Reading, Elementary Education, Handicapped Children, *Hearing Impairments, Learning Problems, *Mainstreaming, Reading Comprehension, Reading Difficulty, Reading Improvement, *Reading Instruction, *Reading Processes, Teaching Methods, *Visual Impairments

Noting that sensory impaired children often have poorly developed or ungeneralized concept development that impedes their ability to comprehend stories or content texts, this paper presents a brief description of the learning problems of these children as they relate to the reading process. It then presents implications for teaching reading and a model of concept development. Designed for teachers who feel unprepared for mainstreamed children, the suggested activities offer a "common sense" approach to adapting the curriculum and materials for the sensory impaired child. (Author/FL)

1401 ED 177 804

Hall, Amanda P. Smith, Claudette

[PREP Stories]: Sensory Matching (Unit I); Size (II); Shape (III); Action (IV); Positions I (V); Positions II (VI); Relationships (VII); Time (VIII); Configurations (IX); Classification (X).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date—78

Note—152p.; See ED 175 881-882 for other components of the PREP Program.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Reading, *Concept Formation, Learning Activities, Lesson Plans, Reading Instruction, *Reading Readiness, Teaching Methods, *Visual Impairments

Identifiers—*PREP Program

Part of the PREP Program (Preparatory Reading Program for Visually Handicapped Children), the document presents 10 units, each consisting of a picture story in large print, and emphasizing concept development rather than braille skills. Designed for use in conjunction with the program's other two components, the 10 units are aimed at visually handicapped children who are potential braille or large print readers, and cover such concepts as sensory matching, size, shape, action, position, relationships, time, configurations, and classification. Each unit is followed by a list of questions for the teacher to ask the child. (DLS)

1402 ED 175 182

Hall, Amanda P. And Others

PREP. Preparatory Reading Program for Visually Handicapped Children. Units VI-X.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—78

Grant—G007604406

Note—316p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 115 170-171

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Basic Reading, *Learning Activities, Lesson Plans, Multisensory Learning, Reading Instruction, *Reading Readiness, Teaching Guides, Teaching Methods, *Visual Impairments

The final five units of a program designed to teach reading readiness to visually handicapped children who are potential braille or large print readers are presented. Learning activities, games, and lesson plans are provided for the following five units: positions (up/down, over/under), relationships (same/different, part/whole), time (first/last, before/after), configurations (patterning, sequencing), and classification (sorting into categories, selecting categories for grouping). In addition to the structured activities, each lesson also includes a pretest, posttest, and a list of experiential exercises. (CL)

1403 ED 175 181

Hall, Amanda P. And Others

PREP. Preparatory Reading Program for Visually Handicapped Children. Teacher's Guide and Units I-V.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—78

Grant—G007604406

Note—252p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 115 170-172

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Basic Reading, Concept Formation, *Learning Activities, Lesson Plans, Multisensory Learning, Reading Instruction, *Reading Readiness, Teaching Guides, Teaching Methods, *Visual Impairments

The document presents the teachers guide and first five units in a preparatory reading program designed for visually handicapped children who are potential braille or large print readers. The guide explains that the emphasis is on concept development rather than braille skills development. Recommended procedures for using the program are discussed. Learning experiences, games, and lesson plans are set forth for five units: sensory matching, size, shape, action, and positions. In addition to the structured activities, each lesson also includes a pretest, posttest, and a list of experiential exercises. (CL)

1404 ED 122 463

Canfield, Marion And Others

Optacon Instructional Materials: Primary Level; A Whole-Word Approach to Beginning Reading.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[74]

Contract—OEC-0-72-5180

Note—115p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Reading, *Beginning Reading, *Blindness, Early Childhood Education, Electromechanical Aids, Exceptional Child Education, *Instructional Materials, Primary Education, *Reading Materials, Teaching Guides, Visual Impairments

Identifiers—*Optacon

Presented are teacher's instructions and materials designed to teach the reading of ink print materials with the Optacon to blind children on the primary level. The teacher's manual includes an introduction to the beginning reading materials, suggestions for adapting Optacon materials to individual student programs, and guidelines for five pre-reading lessons: equipment orientation, field orientation, orientation to numbers, tracking using the tracking aid, and whole word pattern recognition. A major portion of the document consists of the instructional materials for the pre-reading lessons and for stories coordinated with, but not restricted to use with, five books in the Harper and Row Basic Reading Program. Also included is a story printed in delegate type (a typeface frequently used in elementary texts). Appended are a list of vocabulary words introduced in each section and the Dolch Basic Vocabulary List. (LS)

1405 ED 119 404

Rodabaugh, Barbara J. And Others

Optacon Instructional Materials; Secondary Level, Grades 9-12.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 74

Contract—OEC-0-72-5180

Note—172p.; For related information, see EC 081 476; Four pages of raised letters were removed due to nonreproducibility

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Blindness, Diagnostic Teaching, Electromechanical Aids, Exceptional Child Education, *Instructional Materials, Reading Diagnosis, Reading Materials, *Reading Skills, Secondary Education, *Tactile Adaptation, Visual Impairments, Word Recognition

Identifiers—Optacon

The instructional materials packet contains 15 units of sequential activities designed to teach blind secondary students to read standard print through the use of the Optacon, an optical-to-tactile converter manufactured by Telesensory Systems, Inc. The materials help the teacher monitor student progress on a unit to unit basis; diagnose reading difficulties and prescribe appropriate learning activities; and provide a variety of reading experiences for the student, such as alternative typefaces, formats and subject matter. Each unit contains line by line or lesson by lesson instructions for the teacher and materials to be used by the student. Many units are followed by criterion exercises to evaluate student learning. Word attack skills, equipment orientation, and recognition of upper and lower case letters and numerals are among the content areas of the units. (CL)

1406 ED 119 403

Rodabaugh, Barbara J. And Others

Optacon Instructional Materials; Elementary Level, Grades 4-8.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 74

Contract—OEC-0-72-5180

Note—171p.; For related information, see EC 081 477; Four pages of raised letters were removed due to nonreproducibility

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Blindness, Diagnostic Teaching, Electromechanical Aids, Elementary Education, Exceptional Child Education, *Instructional Materials, Reading Diagnosis, Reading Materials, *Reading Skills, *Tactile Adaptation, Visual Impairments, Word Recognition

Identifiers—Optacon

Provided in the manual are 15 units of sequential instructional materials designed to teach blind elementary students to read standard print through the use of the Optacon, an optical-to-tactile converter manufactured by Telesensory Systems, Inc. The materials allow for individualized rate of student progress, integration of numeral and letter drill with the reading of meaningful sentence material, diagnostic/prescriptive teaching, student decision making, a variety of reading experiences, and continuous monitoring of student achievement. Each unit contains line by line or lesson by lesson instructions for the teacher followed by instructional material to be used by the student. Many units are concluded by criterion exercises. Content areas of the 15 units include equipment introduction, numeral recognition, upper and lower case letter recognition, and word attack skills. (CL)

1407 ED 085 929

Instructional Materials Appropriate for Use in Deaf Education.

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Nov 73

Note—26p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Books, *Childrens Literature, *Deafness, *Exceptional Child Education, Guidance, Hearing Impairments, High Interest Low Vocabulary Books, Instructional Materials, Language Acquisition, *Reading, Reading Skills, Social Studies

The annotated bibliography lists approximately 125 reading series or programs suggested for use in educational programs for the deaf. Entries are listed alphabetically by publisher within the following categories: motivational reading materials for the reluctant reader, social studies, reading development; language, and guidance. Usually included for each entry are publishing company name and address, material name, difficulty and interest level, cost information, and a brief description. (DB)

GAMES

1500 ED 177 518

Adams, Betsy And Others

Teaching Activities for Reluctant Readers.

Pub Date—[79]

Note—35p.; Guide prepared at Northeast Louisiana University

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Learning Activities, *Reading Games, *Reading Instruction, *Teaching Methods, Vocabulary Development

This booklet includes descriptions of more than 100 suggested activities and strategies for encouraging reluctant readers to read. The descriptions include such information as the materials needed, directions for the activity, comments, and the amount of time needed for the activity. Activities include writing antonyms, making persuasive speeches, planning cooking activities, categorizing want ads, evaluating news stories, learning vocabulary from special interest brochures, and creating a reading center in the classroom. (TJ)

1501 ED 156 853

Project R-3. Gaming/Simulations, Careers, Personal Finance Unit.

Lockheed Missiles and Space Co., Sunnyvale, Calif. Education Systems.; San Jose Unified School District, Calif.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Report No.—JDRP-74-13

Pub Date—[77]

Note—92p.

Available from—Project R-3, 1635 Park Avenue, San Jose, California 95126 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Career Awareness, *Educational Games, Junior High Schools, Mathematics, *Money Management, Reading Skills, *Simulation, Teaching Guides

Personal finance is the subject of this career oriented gaming/simulation manual for grades 7-9. Directly linked to basic skills in reading and mathematics, each game or simulation contains the following: a summary of each activity; a statement of learning objective(s) keyed to skill areas; a teacher's guide; and student activity sheets and materials required. Games/simulations included are the following: a simulation on the check writing process and on balancing checking accounts; a gamesheet activity in which two students in the role of bank tellers compete while carrying out banking procedures; a family budget simulation in which as the heads of households the students set up a budget and plan their expenditures and savings around it; and five case studies to give students additional practice in working with personal finance problems. (JH)

1502 ED 152 602

Economics Can Be Elementary. 30 Jumbo Activity Cards for Teaching Reading/Writing Skills through Economics. Designed for Elementary and Middle School.

Sandra Schurr Publications, Bloomfield Hills, Mich.

Pub Date—78

Note—32p.

Available from—Sandra Schurr Publications, 2800 North Woodward Avenue, Bloomfield Hills, Michigan 48013 ($4.95, 10 sets for $4.50)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, Capital, *Consumer Education, *Economics Education, Elementary Secondary Education, Human Resources, Information Dissemination, *Instructional Materials, Investment, Kindergarten, *Learning Activities, Natural Resources, Popular Culture, Publicize, Reading Skills, Relevance (Education), Resources, Skill Development, *Social Studies, Teaching Methods, Television Commercials, Writing Skills

The activity cards present supplementary ideas and resources related to economic education for use by classroom teachers in grades K-8. The main purpose of the cards is to encourage student discovery of basic economic and consumer concepts through activities which stress reading and writing skills. The 28 activities deal with a variety of basic concepts, including consumers, producers, diversity of goods and services, economists, wants and resources, labor, market economies, budgeting, economic choice, capital resources, competition, advertising, labeling, entrepreneurs, investment, supply and demand, and human resources. Each card outlines one topic (an economic idea) and suggests a related activity. Students create bulletin boards and dioramas, summarize ideas related to the topics, draw charts and graphs, take field trips to community stores and markets, define and illustrate terms on flash cards, simulate consumer roles, and write product reviews. Although appropriate grade levels are not designated for each activity, it is suggested that teachers use the cards with individual students, or duplicate the cards as worksheets for classroom studybooks. (Author/DB)

1503 ED 136 203

Reading Techniques, Activities, Words, Ideas, Fun, Games.

Saint Louis Public Schools, Mo.

Pub Date—76

Note—362p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Audiovisual Aids, Films, *Learning Activities, Oral Reading, Perceptual Development, Primary Education, *Reading Comprehension, *Reading Games, *Reading Instruction, *Reading Skills, Student Motivation, *Teaching Methods

This book provides lessons, games, teaching strategies, and activities that can be used to supplement a regular, primary-level reading program. Sections, color-coded according for first, second, and third grade, are devoted to the following topics: general tips for teaching reading, motivating interest in reading, experience stories, using films and filmstrips in the reading curriculum, perceptual skills, comprehension strategies, comprehension skills, and oral reading. An answer key for puzzles completes the volume. (KS)

1504 ED 133 686

Currier, Michael E.

Five Fingers: Games and Activities to Motivate the Growing Reader.

Pub Date—72

Note—115p.; Not available in hard copy due to marginal legibility of original document; Presentation made at Annual Meeting of the International Reading Association Plains Regional Conference (Wichita, Kansas, March 1976); Published by Armbrust Educational Publishers

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, *Educational Games, Elementary Education, Games, *Reading Games, *Reading Skills, *Student Motivation, Teaching Methods

Classroom games can activate student motivation by encouraging students and can prove valuable diagnostically by revealing information about students' cognitive and affective functioning. The 96 classroom-tested ideas presented in this book may be used to help develop and reinforce skills in word analysis, comprehension, and vocabulary at any grade level with any basal or individualized reading program. The games may be made from materials found in most schools' supply stocks. (JM)

1505 ED 123 596

Christenberry, Mary Anne And Others

Games Graffiti: Language Arts Games to Make for Young Children.

Pub Date—76

Note—36p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, *Childrens Games, *Concept Teaching, *Early Childhood Education, Early Reading, Interdisciplinary Approach, *Language Arts, *Learning Activities, *Reading Games

This document contains materials for games which are intended to give teachers and parents of young children ideas for making learning games which will provide experiences appropriate to their interests and abilities. While the games may be used by children in small groups, they were designed primarily for the child to explore alone. The games are described and organized in a sequence of three basic concepts: objects can be organized according to shape, color, and size; objects can be organized by their indentity; and objects can be organized according to relationships. These concepts are then developed in a series of 64 games through which the child may discover organizational relationships. The purpose of the games is to help children transfer concrete knowledge into abstract concepts. This document also contains a paper entitled "Language Arts Games as a Bridge to Reading" by Linda Clary. (TS)

1506 ED 109 825

Call, Michael, Comp.

Teacher Made Games: An Adopter's Guide Referenced to Promising Practices in Oregon Education.

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—75

Note—92p.

Available from—DCE Publications, 1633 S.W. Park Avenue, Portland, Oregon 97207 ($2.00)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, *Class Activities, *Educational Games, *Educational Media, Elementary Education, *Instructional Innovation, Learning Activities, Mathematics Materials, Reading Games, *Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title III, Oregon

This booklet describes approximately 30 instructional games submitted by Oregon teachers and teacher resource centers. The games are organized in two major sections–one for reading games and one for mathematics games. Within each section, games are grouped according to the similarity of their format; for example, all "road race" games are listed together. Those games with a unique format are listed at the end of each section. Each entry lists the game title and the number of players recommended by the person who submitted the game. Materials for constructing each game are given along with the instructions for play. Rule variations and different techniques for maintaining player interest or altering the level of difficulty are also suggested. A bibliography, which lists readings on the use of instructional games and resource guides that describe games and similar activities, is also included. (Author/JG)

1507 ED 106 780

A Collection of Games and Activities for the Instruction of Pre-Reading Skills.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date—[74]

Note—16p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Speech), Auditory Discrimination, Beginning Reading, *Class Activities, Early Childhood Education, *Educational Games, *Language Acquisition, *Prereading Experience, Psychomotor Skills, Visual Discrimination

In this collection, games and activities are included for each of the following areas of prereading skills: language development, articulation improvement, auditory discrimination, visual discrimination, and visual motor skills. A discussion of each activity and directions for its implementation are included as well. (LL)

1508 ED 087 003

Games and Activities, Volume 1, Part C: Language; Levels A-B (Grades 1 and 2).

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143

Pub Date—72

Contract—OEC-0-8-080143-3701

Note—115p.; See related documents CS 200 969-970, CS 200 972-973, ED 078 446 and ED 075 824-ED 075 855; For processing purposes, sample material has been changed to a format which will reproduce

Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801, Attention Documents Coordinator

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Guides, Educational Games, Elementary Education, *Grade 1, *Grade 2, Language, *Language Arts, *Sentence Structure, Word Recognition

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit on language games and activities is intended for grades one and two. The games and activities are designed to make the child aware of language indirectly by requiring him to construct sentences of various kinds, observe relations between parts of sentences and between words, use various kinds of sentence parts in the proper place, construct words, alphabetize, categorize, and focus attention on the sounds of language. For the child the emphasis is on the game; the specific objective, however, is stated at the beginning of each game or activity. Sample sets of material for the first eight games are provided in separate manila folders which are labeled with the name of the game and instructions for using the materials. Many of the lessons also include supplementary materials consisting of such things as tapes, charts, overhead projector materials, and activity cards. (HOD)

1509 ED 034 799

Murray, John J.

Poetry-Teaching Tools.

Pub Date—Jul 65

Note—8p.

Available from—Pennsylvania State Univ. Press, University Park, Pa. 16802

Journal Cit—JGE: The Journal of General Education; v17 n2 p115-122 Jul 1965

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associative Learning, Context Clues, Educational Games, *English Instruction, Game Theory, Lexicography, *Literary Criticism, *Poetry, Programing, *Reading Comprehension, Reading Games, Semantics, Structural Analysis, Student Attitudes, Teacher Attitudes, *Teaching Methods, Word Study Skills

Three game approaches to the teaching of poetry, designed to make the student actively involved with poems are described as "teaching tools." The semantico-dictionary or word-cross game involves programing techniques, logic, and lexicography in poetic analysis. The punched-out poem game involves filling in the blanks of a poem in which all the words supplied act as cues. The poem-paradigm game used traditional sentence outlining to show how sub-parts are interrelated. Byron's poem "She Walks in Beauty" is used as the example for all three games. The influence of Wittgenstein, Descartes, and I.A. Richards is briefly discussed as well as the Cloze procedure in game theory. (AF)

1510 ED 016 752

WARNER, DON

READING GAMES AND ACTIVITIES FOR DISADVANTAGED YOUTH.

Omaha Public Schools, Nebr.

Pub Date—NOV67

Note—27P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disadvantaged Youth, *Reading Games, *Reading Readiness, *Resource Materials

THIS MANUAL FOR TEACHERS OF YOUNG EDUCATIONALLY DISADVANTAGED CHILDREN CONTAINS SPECIFIC DIRECTIONS FOR CONDUCTING NUMEROUS READING GAMES AND ACTIVITIES. IT OUTLINES ACTIVITIES FOR IMPROVING THE CHILD'S VOCABULARY, LISTENING POWER, PRONUNCIATION, SPELLING, AND OTHER READING READINESS SKILLS. (LB)

INDIVIDUALIZATION ELEMENTARY

1600 ED 176 921

Wheelock, Warren H., Ed.

Resource Units: Primary K-3, Intermediate 4-6. Migrant Child Institute, Summer 1978.

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Pub Date—78

Note—103p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agricultural Laborers, Air Pollution, Developmental Reading, Elementary Education, *Individualized Instruction, Intermediate Grades, Learning Activities, Learning Centers (Classroom), *Learning Laboratories, Migrant Children, *Migrant Education, Migrants, Pollution, Primary Education, Puppetry, Resource Materials, *Resource Units, Rural Education, Self Directed Classrooms, Speech Skills, *Summer Programs, Teaching Guides, Units of Study, Water Pollution, Zoology

Identifiers—*Arizona, Dinosaurs, Middle Ages

Presented are units prepared by the participants of Arizona's Migrant Teacher Institutes which were organized to train participants in the implementation of individualized instruction. Part I describes what a learning center is, how to begin and evaluate learning centers, and the distinguishing features between a teaching unit and a resource unit. Suggested learning center activities presented on the topic of food include: a language center featuring show and tell and use of the telephone to order groceries; a math center with play money to buy groceries and estimating exercises; a science or health center using food and food pictures to distinguish likenesses and differences and to classify foods by taste; an art center with macaroni art; a music center with songs about food; and an audio-media center using food related films and tape recordings of children eating food. Part II presents six complete resource units; collections of suggested teaching and learning experiences and materials are organized around a selected topic or area. Each unit includes goals, objectives, specific teacher-directed motivational activities, committee and group work projects permitting students to make alternative topic choices and approaches, pre- and post-unit evaluative measures, and a unit-concluding activity. The grade K-3 units focus on animals, dinosaurs, and community awareness. The grade 4-8 unit topics concern the migrant worker, air and water pollution, and life in the middle ages. (NEC)

1601 ED 162 999

A Teacher's Guide to Individualizing Reading.

Utah System Approach to Individualized Learning Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.

Pub Date—78

Note—45p.; For related documents, see SP 013 392-396

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, *Class Organization, Classroom Environment, Classroom Techniques, Course Organization, Individualized Programs, *Individualized Reading, Needs Assessment, *Program Development, *Reading Instruction, Teacher Effectiveness, *Teaching Guides, *Teaching Methods, Validated Programs

Identifiers—National Diffusion Network Programs, Utah System Approach Individualized Learning

The objective of this teaching guide is to provide a comprehensive system for individualizing reading instruction through planning, organization, management, and skillful teaching. The planning stage involves establishing goals, reality bases, work bases and flows, and review, evaluation, and revision. The organization of program content involves structures and foundations of reading, a scope and sequence for the program, and readability evaluations of materials. The environmental management component involves management of both materials and the classroom. Effective teaching, finally, must include both an instructional strand (including assessment using informal inventory, and actual instruction), and an independent reading strand. Additional sections on working with beginning readers and the whole process in action are also included. (DS)

1602 ED 154 377

Schubert, Delwyn G.

Meeting Individual Reading Needs Through Individualized, Self-Directed Correction.

Pub Date—Nov 77

Note—8p.; Paper presented at the Annual Meeting of the California Reading Association of the International Reading Association (11th, Anaheim, California, November 25, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Instruction, *Autoinstructional Aids, Elementary Education, Independent Study, *Individual Instruction, Reading Diagnosis, *Reading Instruction, *Reading Materials, *Reading Skills, Tape Recordings, *Teacher Developed Materials

Individualized, self-directed correction in elementary level reading instruction becomes a reality when pupils can work independently with materials that provide instruction and practice in the skills in which they are deficient and can check the accuracy of their own answers. Commercially prepared teacher-directed materials can be converted to pupil-directed materials through the provision of simple directions and answer keys; answers may be provided in a variety of ways that ensure that they cannot be seen prematurely. The likelihood of cheating can be minimized if the teacher emphasizes learning rather than grading. Among materials that can be used in an individualized, self-directed program are the following: electronic card readers through which pupils observe a visual presentation, listen to a teacher-recorded audio portion, and record their responses; tape recorders, which can be used in the teaching of sight words; teacher-made reading kits that provide a supply of practice material; and reading games. Reliable diagnostic procedures must be used in planning such a program. (GW)

1603 ED 131 537

Svicarovich, John

Manual for Developing a Systems Approach to Individualized Instruction. Part II, Reading Handbook.

Josephine County Unit School District, Oreg.; Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—74

Note—164p.; An Adopter's Guide referenced in "Promising Practices in Oregon Education", 1974; For a related document, see EA 008 853

Available from—Josephine County Schools, Mr. Chuck Barker, P.O. Box 971, Grants Pass, Oregon 97526

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary Education, Individualized Instruction, *Individualized Programs, Instructional Materials, *Program Descriptions, *Program Guides, *Reading Programs, Records (Forms)

Identifiers—Elementary Secondary Education Act Title III, *Systems Approach to Individualized Instruction

This booklet is Part II of a two-part manual for teaching reading through the Systems Approach to Individualized Instruction (SAII) program developed at Manzanita Elementary School in Josephine County, Oregon. Part II describes the SAII program in detail and is intended for use by elementary teachers as a day-to-day reference for teaching reading by the SAII method. The SAII program uses basically the same approach for grades 1 through 6, although the routine is usually more challenging for first graders to master. Chapters 1 through 5 present an overview and outline of the basic SAII system, and chapter 6 focuses on the unique requirements of the first-grade program. The appendix contains a hierarchy of reading skill activities, sample instructional materials and tests, sample planning and record-keeping forms, and an instructional flow chart. (Author/JG)

1604 ED 124 914

Jenkins, Jacquelyn W. Shaul, Nancy Pera

Recipe for Reading.

Pub Date—76

Note—8p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, Classroom Techniques, *Cooking Instruction, Individualized Reading, Primary Education, *Reading Instruction, Reading Skills, *Teaching Methods

The program described in this paper was based upon the premise that the activity of cooking in the classroom is an excellent way of integrating all areas of learning and a very useful reading vehicle. Through cooking activities and related field trips, children can add to both their knowledge in basic subject areas and their motor skills as well as art, writing, and reading skills. Kindergarten children read two-dimensional recipes, first graders read large-scale recipes (similar to language-experience charts), and children in second grade and above use cookbooks on an individual reading basis. (JM)

1606 ED 110 542

Hanson, Helen B.

Administrator's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

Paterson Board of Education, N.J.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date—Jun 74

Note—89p.; Footnotes to the text of this document will not be legible on reproduction due to the print size in the original document

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Guides, Basic Skills, *Competency Based Education, *Curriculum Guides, *Early Childhood Education, Educational Diagnosis, Elementary School Curriculum, Individualized Instruction, Parent Participation, Preschool Curriculum, Reading Programs

Identifiers—Elementary Secondary Education Act Title III, *New Jersey, Project Dale Avenue

The Dale Avenue Project was developed in the Dale Avenue School, Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost-effective, and exportable. As a result, the New Jersey ESEA Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. This manual is stated to have been prepared as a guide for the administrator who is responsible for the introduction, maintenance, and evaluation of the Dale Avenue Project in any educational setting. The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade is considered to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that were determined by a needs assessment carried out by the original project's development staff. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of third grade children. (Author/JM)

1607 ED 110 539

Hanson, Helen B.

Teacher's Guide for the Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third Grade.

Paterson Board of Education, N.J.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date—Jun 74

Note—70p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, *Competency Based Education, *Curriculum Guides, Disadvantaged Youth, *Early Childhood Education, Educationally Disadvantaged, Elementary School Curriculum, Individualized Instruction, Preschool Curriculum, Reading Programs, *Teaching Guides, Urban Education

Identifiers—Elementary Secondary Education Act Title III, *New Jersey, Project Dale Avenue

The Dale Avenue Project: A Performance Objective Curriculum for Prekindergarten through Third

Grade, funded under 1965 Elementary Secondary Education Act Title III, is asserted to have been successful in raising the academic performance level of urban, educationally disadvantaged children to the national norm. The curriculum is divided into ten areas that are stated to have been determined by a needs assessment carried out by the original project's development staff. Paterson children showed deficits in Listening, Naming, Observing, Speaking, Mathematics, Writing and Motor Skills, Perceptual Motor Skills, Decoding/Encoding, Classification, and Seriation. The Performance Objectives in each area begin with the minimal skill that a child must exhibit in order to enter prekindergarten and progress to complex skills that are consistent with the developmental capabilities of eight year old children. The teacher has the freedom to teach the skills and concepts in any way that she wishes. This enables her to use her own talents and to find the teaching method that suits the child best. The objectives are considered compatible with any learning materials since they are a compilation of skills that apply to all subject areas and reinforce one another. The program's essential components are stated to be: (1) the use of the performance objectives as a curriculum; (2) a forty-five minute reading program which utilizes all available school staff; and, (3) an intense parent involvement program. (Author/JM)

1609 ED 106 776

Individualized Reading and You.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date—75

Note—43p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Diagnosis, Elementary Education, Evaluation, *Individualized Reading, *Reading Instruction, Student Needs, *Teaching Methods

Designed as an introduction to individualized reading instruction, this pamphlet considers the purpose of individualization, implementing individualized instruction, facility changes, diagnosis, evaluation, and individual student needs. The four appendixes feature samples of a student record, a student plan sheet, a teacher record, and a teacher conference sheet. (LL)

1610 ED 097 632

Gaulke, Mary F.

Laubach Trained Volunteer Tutor Pilot Project 1971.

Medford School District 549C, Oreg.

Pub Date—72

Note—18p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Individualized Instruction, Individualized Reading, Reading, *Reading Instruction, Teaching Methods, *Tutoring, *Volunteers

A pilot program, established at Griffin Creek School (Medford, Oregon) from September 1970 to June 1971, consisted of five Laubach-trained volunteer reading tutors, an experimental group of five fifth- and sixth-grade boys, and a control group of eighteen boys and girls in a regular classroom. The experimental boys, reading at a second- or third-grade level at the beginning of the project, met four days a week with their individual tutors and once weekly for an hour of group instruction. Control group students were reading at levels ranging from the second grade to the sixth grade. The Gates-MacGinitie Reading Tests (1965) were administered to both groups at the beginning and at the end of the project, with the experimental group receiving an additional testing in April 1971. Results showed that the range of reading gain for the experimental group was from nine to sixteen months, that 100 percent of the experimental group showed a gain in the comprehensive or vocabulary test sections, and that the range for the control group was from a loss of four months to a gain of 27 months, with 89 percent showing some gain in comprehension or vocabulary. Appendixes provide reading scores, a lesson plan guide, and a rationale for letter sound mnemonics. (JM)

1612 ED 069 818

Sofer, Sheldon And Others

[The Effect of Contingency Managed Self-Instruction in the Detroit Public Schools.]

Detroit Public Schools, Mich.

Pub Date—71

Note—18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Diagnosis, Educational Innovation, Elementary Education, *Individualized Instruction, Learning Motivation, Mathematics Instruction, Motivation Techniques, *Positive Reinforcement, Reading Instruction, Secondary Education, *Student Motivation, *Teaching Methods, Testing Problems

Identifiers—Michigan

The contents of this document, concerning the demonstration of a linkage between monetary incentives and academic achievement motivation and the utilization of this knowledge in educational programs, are organized in three sections. The first section is a report of an experimental demonstration of "the effect of monetary incentives on test performance of a sample of pupils in four Detroit public schools." The second section, "The effect of a self instructional-contingency managed mathematics program on student test performance," reports a study the purpose of which was to determine the effect of the SIMPLE (Self-Instructional Mathematics Program, Learn and Earn) program on the performance of students on a standardized achievement test. The third section, "Contingency managed self instruction self instructional reading laboratory," describes another application of the linkage between motivation and monetary incentives. The Self Instructional Reading Laboratory consists of the following key features: individualization, self instruction, self management, high motivation, differentiated staffing, and class size reduction. (JM)

1613 ED 044 414

And All This Is Reading: English Language Arts Primary Reading Handbook.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-203

Pub Date—67

Note—195p.

Available from—Mason Nelson, Montgomery County Public Schools, Director of Supply Management, Lincoln Center, Stonestreet Ave., Rockville, Maryland 20850 ($5.00, Supply limited; make checks payable to Montgomery County Public Schools)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Child Development, Childhood Attitudes, Childhood Interests, Childhood Needs, Classroom Techniques, Creative Teaching, *Curriculum Guides, English Instruction, *Individualized Instruction, Individual Needs, *Language Arts, *Primary Education, *Reading Instruction, Writing Skills

Emphasizing successful reading instruction as a nonrepetitive, creative process which provides the child with both challenge and opportunities for success, units in this handbook focus on the child as an individual–his behavior, his maturity, and his capacities for understanding, learning, and creating. Each of the 10 units provides teaching techniques and classroom examples concerning the child as he (1) explores and discovers, (2) listens, (3) talks, (4) expresses his ideas in writing, (5) feels competent, (6) gives clues to the teacher, (7) follows clues given by the teacher, (8) learns to select materials and activities, (9) helps and is helped by other children, and (10) thinks for himself. Appended are suggestions for teacher preparation, for developing specific reading skills, and for the use of audio-visual materials; recommended independent learning activities; a section on language development in the content fields–science, social studies, math, art, and music; and a brief bibliography. (JMC)

1614 ED 041 719

Converse, Jerry

Classroom Organization in Meeting Individual Needs.

Pub Date—May 70

Note—17p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Organization, *Classroom Techniques, Creative Writing, Directed Reading Activity, Experiential Learning, *Individualized Instruction, *Learning Activities, Listening Skills, *Skill Centers, Spelling Instruction, *Teacher Role

A description is given of a learning-centers program for classroom organization in which teacher-directed activities are minimized in favor of semidirected and learner-directed ones. Information concerning equipment and physical arrangement and references to sources describing motivational techniques for a listening center, a self-selection center, and a skills center are included. A suggested organization for an individualized buddy-system spelling program and a writing program based on experience and oral discussion are given. The teacher and the learner roles in the reading-thinking lesson are also outlined. References are listed. (CM)

1615 ED 041 714

Sartain, Harry W.

Today's Techniques for Differentiating Teaching.

Pub Date—May 70

Note—17p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Classroom Techniques, Computer Assisted Instruction, Grouping (Instructional Purposes), *Individual Differences, Individualized Instruction, Individualized Programs, *Individualized Reading, Programed Instruction, *Reading Instruction, *Reading Programs, *Teaching Methods, Team Teaching

Today's most promising techniques for differentiating reading teaching are noted to be those which focus upon the individuals within the classroom. Short descriptions are given of nine programs which differentiate reading instruction, and the reader is urged to adopt their most promising features. Programs described are intraclass grouping (multiple grouping within the classroom), varied exposure to reading in kindergarten, individualized reading, team teaching, programed instruction, computer-assisted instruction, pupil learning according to need (PLAN), individually prescribed instruction, and personalized progress. A 29-item bibliography is included. (Author/NH)

1616 ED 036 361

Mahaney, Leah And Others

[Reading Programs in Small Schools.]

Colorado State Dept. of Education, Denver.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—64

Note—83p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Directed Reading Activity, Educational Media, Elective Reading, Elementary Education, Grouping (Instructional Purposes), Group Reading, *Individualized Reading, Language Arts, Phonetics, *Reading Instruction, Reading Interests, Silent Reading, *Small Schools, *Tape Recordings, *Testing, Vocabulary Skills

Identifiers—Western States Small Schools Project

Reading programs in 3 small elementary schools are discussed and evaluated by the teachers involved. The first and second programs involved individualized multilevel reading materials and reading labs. Testing indicated, and instructors felt, that students showed more growth than they had under former methods (especially the middle and top groups). The third program involved taped daily reading lessons with earphones for students, thus allowing the teacher to give more individual attention to the students. The teacher of this program concluded that the thorough presentation of reading skills on the tape recorder gave students the ultimate in reading instruction. (AN)

1617 ED 013 191

GASPER, KAREN AND OTHERS

THE TEACHING OF INDIVIDUALIZED READING IN THE MADISON PUBLIC SCHOOLS, GRADE THREE-SIX.

Madison Public Schools, Wis.

Pub Date—65

Note—85P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, Educational Philosophy, Evaluation Methods, Grouping (Instructional Purposes), *Individual Reading, *Intermediate Grades, Reading Development, *Reading Instruction, Reading Materials,

*Teaching Guides
Identifiers—MADISON, WISCONSIN
A SERVICE BULLETIN PREPARED BY A COMMITTEE OF TEACHERS IN MADISON, WISCONSIN, ABOUT THE TEACHING OF INDIVIDUALIZED READING IN GRADES THREE TO SIX IS PRESENTED. THE MADISON PHILOSOPHY OF INDIVIDUALIZED READING IS GIVEN. SUGGESTIONS FOR READING MATERIALS, FOR ORGANIZING A CLASSROOM, AND FOR RECORD KEEPING ARE PROVIDED. AN ANNOTATED BIBLIOGRAPHY OF CHILDREN'S BOOKS AND RECORDS, A BIBLIOGRAPHY OF PROFESSIONAL LITERATURE, AND AN INDEX ARE INCLUDED. (BK)

1618 ED 002 595
DOLCH, EDWARD W.
INDIVIDUALIZED READING VS. GROUP READING.
Pub Date—DEC61
Note—19P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Comparative Analysis, *Group Reading, *Individual Reading, *Learning Processes, *Reading Instruction, Reading Processes, *Reading Programs, Reading Skills, Teaching Methods
Identifiers—ILLINOIS, Illinois (Champaign)
THE INDIVIDUALIZED METHOD OF TEACHING READING IS BEING USED IN SCHOOLS THROUGHOUT THE COUNTRY, AND MORE AND MORE SCHOOLS ARE BEGINNING TO TRY IT. THE MONOGRAPH WAS PREPARED TO HELP THOSE INTERESTED IN INDIVIDUALIZED READING TO UNDERSTAND THE METHOD, THE PROBLEMS WHICH MAY ARISE, AND HOW IT COMPARES, IN DETAIL, WITH THE METHOD OF GROUP READING. INDIVIDUALIZED READING IMPLIES THAT THE CHILDREN ARE SEATED AT THEIR DESKS IN A CLASSROOM, EACH WITH A DIFFERENT BOOK HE HAS SELECTED. EACH CHILD RECEIVES INDIVIDUAL HELP FROM THE TEACHER AND PARTICIPATES IN SHARING WHAT HE HAS LEARNED WITH THE OTHER CHILDREN. THE INDIVIDUALIZED METHOD ASSUMES THAT "SPECIAL NEED" GROUPS WILL BE USED TO LEARN CERTAIN SKILLS SUCH AS PHONICS. PROBLEMS DISCUSSED INCLUDE TEACHER CONTROL OVER THE CLASS, CLASS SIZE, AND THE SUPPLY OF ENOUGH BOOKS TO SUPPORT THE PROGRAM. THERE ARE NO CLEAR SOLUTIONS, BUT SATISFACTORY RESULTS HAVE BEEN ACHIEVED THROUGH INGENUITY AND RESOURCEFULNESS. EXPERIMENTS TO MEASURE THE COMPARATIVE VALUE OF INDIVIDUALIZED READING TO GROUP READING HAVE NOT LED TO A DECISIVE CONCLUSION BECAUSE OF THE DIFFICULTY IN COMPARING EQUAL TEACHERS WORKING EQUALLY HARD, CHILDREN OF EQUAL BACKGROUND AND INTELLIGENCE, EQUAL TIME AND EMPHASIS, AND EQUAL CLASS SIZES. SUCH RESULTS AS THE GROWTH OF CHILDREN'S ENTHUSIASMS FOR READING BECAUSE OF THE INDIVIDUALIZED METHOD ARE MEASURED. IT SEEMS LIKELY THAT BOTH METHODS WILL TAKE A PLACE IN THE REPERTORY OF A SKILLED READING TEACHER. THIS ARTICLE WAS REPRINTED FROM "ELEMENTARY ENGLISH," DECEMBER 1961.

ELEMENTARY/ SECONDARY

1700 ED 172 161

Demonstration Schools in Individualized Instruction: 106 State-Validated Programs. 1978-1980 Visitors Guide.

Texas Education Agency, Austin. Div. of Dissemination.

Pub Date—78

Note—134p.

Pub Type— Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Demonstration Programs, Elementary Secondary Education, Guides, *Individualized Instruction, *Individualized Programs, *Mathematics Instruction, Program Descriptions, Program Development, *Reading Programs, Teaching Methods, Validated Programs

Identifiers—*Texas

Intended for use by visitors to the Demonstration Schools in Individualized Instruction (DSII) network, this guide provides the following information: lists of members of the DSII steering committee and service center contact persons, explanations of the DSII and of Project CITE (Coordinated Information for Texas Educators), a visitor's checklist of program elements, and an index to the program descriptions, broken down by subjects and grade levels. The main section of the guide provides 20 program descriptions, each containing information about the school where the program is in use, the subject and grade level involved, the name of the contact person at the school, and the development of the program. A list of regional educational service center resources and a bibliography of documents pertinent to individualized instruction are appended. (FL)

1701 ED 169 483

Owoc, Paul, Ed.

Organizing for Instruction.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 79

Contract—300-78-0474

Note—9p.

Journal Cit—Reporting on Reading; v5 n2 Entire Issue Mar 1979

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *Class Organization, Elementary Secondary Education, Individualized Instruction, *Management Systems, Newsletters, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills, *Teaching Methods

Identifiers—Right to Read

Focusing on class organization, this publication reports on ideas that might improve reading skills by providing better opportunities for all children. The various articles deal with the use of reading consultants in classrooms as an alternative to "pull-out" reading programs, flexible grouping for individualized instruction, and reading management systems. (FL)

1702 ED 128 765

Deffenbaugh, Sue A.

Diagnostic-Prescriptive Approach; Modular Sequence: Diagnostic-Prescriptive Teaching of Reading.

Hartford Univ., West Hartford, Conn. Coll. of Education.

Pub Date—[76]

Note—26p.; Teacher Corps Cycle X Project

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Diagnostic Teaching, Elementary Secondary Education, Goal Orientation, *Individualized Instruction, *Reading Instruction, Student Evaluation, *Systems Approach, Teacher Education, Teaching Guides, Teaching Methods

The purpose of this learning module is to instruct reading teachers in the technique of diagnostic-prescriptive teaching, an individualized mastery plan in which learning strategies are implemented on the basis of each student's particular needs. Activities, including reading assignments, observations, and active participation, are suggested in order to facilitate teachers' formulation of behavioral reading goals for their students. Step-by-step explanations of testing procedures, goal-setting, instruction, and retesting are provided. (KS)

1703 ED 122 224

Burns, Versie G., Comp.

A Learning Center Handbook for Reading and Language Arts; Elementary-Secondary Teachers.

Compton City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 75

Note—182p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Elementary Secondary Education, *Grouping (Instructional Purposes), Individualized Reading, *Language Arts, *Learning Activities, *Reading Centers, Reading Diagnosis, Reading Games, *Reading Instruction, Reading Materials, Reading Skills, Teaching Guides

Identifiers—Elementary Secondary Education Act Title I

Materials contained in this booklet were developed to assist the teacher in a self-contained classroom to develop, organize, and utilize learning centers for reading and the language arts. Learning centers in a self-contained classroom are designated areas where students may go to work on a specific skill related to a new concept or a skill reinforcement. Centers allow group interaction and flexibility in skills grouping, freedom for the teacher to work with small skills or individuals, and also provide opportunities for students to move around and work with their peers in a variety of experiences. Self-selection, self-motivation, self-pacing, and self-correcting are desirous results which can come from a room with adequate learning centers. A procedures outline suggests guidelines for a teacher beginning to develop learning centers. Management suggestions are offered in the areas of room arrangement, scheduling, record keeping, organizing materials, support services, center standards, center tracking sheets, and evaluation. Sample center activities are described for kindergarten, primary, intermediate, and secondary students. A section of diagnostic/prescriptive teaching through the use of learning centers is provided. (MKM)

1704 ED 114 815

Angello, Nancy And Others

So You Want to Start a Reading Skills Center for Secondary Students.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Aug 75

Note—132p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cloze Procedure, Educational Facilities, Individualized Instruction, Instructional Materials, Learning Laboratories, Organization, Program Guides, Reading, *Reading Centers, *Reading Skills, *Remedial Reading, Secondary Education

Identifiers—Right to Read

Designed to provide ideas for developing and implementing a reading skills center for secondary schools, this document focuses on the needs of students who can be helped in the typical school setting and presents suggestions for helping students who have profound reading or language deficits. The contents outline in detail the many facets involved in establishing a skills center, including the goals and objectives, components of a good reading program, materials and instructional equipment (with extensive lists of texts), standardized reading tests, periodicals, an estimated cost analysis, and a variety of aids for the teacher (such as a goal setting questionnaire, list of teachers' basic books, sources of paperback books, and preparation and use of an informal reading inventory). (JM)

1705 ED 088 029

Blow, Barbara Luscomb

Individualized Reading: A Course of Study for a One Semester Elective Course at Cedar Falls Senior High, Cedar Falls, Iowa.

Pub Date—74

Note—88p.

Available from—Barbara Blow, 1701 Waterloo Road, Cedar Falls, Iowa 50613 ($5.00)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescent Literature, Books, *Course Descriptions, Course Objectives, *Curriculum Guides, *Elective Courses, *English Instruction, *Individualized Reading, Reading Materials, Remedial Reading, Secondary Education, *Teaching Methods

Identifiers—Self Selection (Reading)

This document describes an elective course in individualized reading for secondary students experiencing reading difficulty, and it presents course objectives and reading materials. The contents are divided into four sections: "The Course" presents a brief history of the individualized reading program, examines the role of the librarian in such a program, and discusses the teacher's role and procedures in the implementation of such a program; "Student Materials" includes a course description and objectives, general information, a discussion of the grading policy, suggestions for teacher-student conferences, and a list of discussion topics for the conferences; "Forms" contains book and reading records as well as daily records of student activities and a conference evaluation form for the teacher; and "Book Lists" cites books read by ten or more students between 1968 and 1974, the most popular books from the fall semester of 1973, and a cumulative list of books read from 1968 to 1974. (RB)

1706 ED 080 934

Reading for Information and Enjoyment, Kindergarten through Grade Twelve. (Tentative).

Utah State Board of Education, Salt Lake City. Div. of General Education.

Pub Date—70

Note—141p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Behavioral Objectives, Content Area Reading, Individualized Reading, Literature Appreciation, Oral Reading, Reading Comprehension, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Readiness, *Reading Skills, Reading Tests, Study Skills, *Teaching Guides

As a beginning point from which a teacher may use his own insights and understandings to launch, enrich, or strengthen a reading program, this tentative guide to reading offers some ideas, suggestions and guidelines that can aid the teacher in meeting the individual needs of his students. Activities and techniques are built upon a continuum so that the child can progress at his own rate and according to his diagnosed needs. Objectives and philosophies are first stated and serve as the foundation for the remaining chapters, which are given to (1) the teacher as a person, (2) the nature of the learner, (3) organization of the local reading program, (4) readiness, (5) reading for enjoyment, (6) reading in the content areas, (7) diagnosis, (8) word attack skills, (9) comprehension, (10) study skills, and (11) oral reading. The focus of each chapter is defined and subdivided into skills and concepts, behavior, prescription, and reference. Appendixes provide information on approaches to reading, reading tests, sources of help, and district sponsored materials, and a bibliography is included. (HS)

1707 ED 074 503

Curriculum Guide for Exceptional Learners, English-Reading: 7-8.

Williamsport Area School District, Pa.

Pub Date—72

Note—112p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Comprehension, *Curriculum Guides, Dramatics, *English, *Grade 7, *Grade 8, Individualized Instruction, Intellectual Development, Language Arts, Listening Skills, Mass Media, Music, Oral Reading, *Reading Skills, Role Playing, Speech, Student Interests, Word Recognition

This curriculum guide is designed to help teachers plan a course of individualized instruction in language arts skills for seventh and eighth grade below-average learners. The guide includes a list of teacher objectives, a list of student objectives, a description of three diagnostic tests in reading and listening skills, and some examples of student interest inventories. The major section of the guide provides teaching objectives and strategies in perceptual motor skills, word identification skills, comprehension skills, and oral reading skills. An appendix describes supplementary activities for "Making English Live," for developing listening skills, and for role playing and dramatic activities. Four suggested units of study (in pop music, folklore, speech, and mass media) are also described in the appendix. A bibliography is included. (Author/DI)

1708 ED 062 101
Noland, Ronald G., Ed. Wright, Jane P., Ed.
Comments on Individualized Reading.
Auburn Univ., Ala. Dept. of Elementary Education.
Pub Date—72
Note—80p.; Proceedings of the Reading Conference, Auburn University, Auburn, Alabama, 1971
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Conference Reports, *Individualized Instruction, *Individualized Reading, Informal Reading Inventories, Language Acquisition, Reading Comprehension, *Reading Diagnosis, Reading Games, *Reading Instruction, Reading Materials, Teaching Methods
Thirteen papers from the 1971 Auburn University Reading Conference reported on various aspects of individualized reading, including informal diagnosis of reading skills, the role of oral and silent reading, classroom organization, media and materials for teaching reading, affective behavior related to reading, simulation games and their uses in teaching reading, the comprehension of written materials, evaluation and record keeping, adapting materials for skill development, and teaching/learning situations conducive to learning. The papers are introduced and concluded with comments from the editors. An appendix contains a sample informal reading skills inventory. Most of the papers include bibliographies. (AL)

1710 ED 059 011
Tuinman, J. Jaap
Approaches to the Teaching of Reading: Why Do Teachers Have Different Ways of Teaching Reading? Number 3.
National Reading Center Foundation, Washington, D.C.
Pub Date—71
Note—6p.
Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D. C. 20036 (free)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Reading, Independent Reading, *Individualized Reading, Initial Teaching Alphabet, *Language Experience Approach, Parent Role, *Reading Instruction, *Teaching Methods
The author explains that there does not exist one single method of teaching reading since there are different teaching styles and preferences of individual teachers; varied backgrounds, experiences, and abilities among children; and different school administration considerations. Five approaches for teaching reading are described. (1) The developmental guided basal approach uses a systematized series of basal books, workbooks, tests, and reading aids. Different basal series may stress different methods: sight word method, intensive phonics program, balanced phonics, or the linguistics approach. (2) The highly individualized language experience approach emphasizes the child's own language and experience while reading is taught as one part of the total communication process. (3) Individualized reading programs encourage children to read widely according to their own interests and levels. (4) Independent learning activities expose children to programed instruction, often mechanized, to learn reading independently at their own pace, and (5) The initial teaching alphabet provides 44 symbols to represent English sounds. It is recommended that parents understand the reading programs in their child's school so that they can cooperate with the teachers to achieve the goal of competent readers. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote functional literacy. (AW)

1711 ED 050 920
Reading: 1970. The Challenge of Differences.
Pub Date—70
Note—115p.; Proceedings of the conference at the Reading Center, Memphis State University, Memphis, Tenn., June 10-12, 1970
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Conference Reports, *Content Area Reading, *Individual Instruction, *Reading Diagnosis, *Reading Instruction, Reading Interests, Reading Skills, Study Skills, Teaching Methods
The 16 papers which make up this volume of conference proceedings are related to the general theme of providing classroom instruction which will meet the needs of all individuals in the classroom. Four major areas with which the conference was concerned are (1) the nature and extent of differences, (2) diagnosis as a blueprint for action, (3) strategies for teaching, and (4) affective factors which in the final analysis determine how well children learn. Among the speech topics are using classroom management strategies, creating tastes and interests, teaching study skills and content reading in various secondary school subjects, and diagnosing through looking at total behavior. References for some papers are included. (MS)

1712 ED 047 894
Pieronek, Florence T.
A Survey of Individualized Reading and Mathematics Programs.
Calgary Separate School Board (Alberta).
Spons Agency—Alberta Teachers Association, Edmonton.
Pub Date—69
Note—66p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Individualized Instruction, Individualized Programs, *Individualized Reading, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Reading Instruction, Reading Materials, *Reading Programs, Teaching Methods
Individualized reading and mathematics programs in the United States and Canada were surveyed as a means of providing a report of successful programs for use by the Calgary, Alberta, schools. The report contains definitions of terms related to individualized programs, statements of rationale for individualized reading and mathematics programs, guidelines for individualizing instruction, and descriptions of existing programs. Aspects of individualized programs are described, and approaches for use in such programs are recommended. Individualized instruction is strongly recommended, and a comprehensive plan is proposed through which transition might be smoothly made from the present basal system to individualized instruction. A list of schools and centers visited and an extensive bibliography are included. (MS)

1713 ED 044 238
Berg, Paul C.
Classroom Practices in Teaching Reading.
Pub Date—May 70
Note—16p.; Paper presented at the International Reading Association conference, Anaheim, Cal., May 6-9, 1970
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creativity, Film Production, *Individualized Reading, Programed Instructional Materials, Questioning Techniques, Reading Materials, *Relevance (Education), Teaching Methods
Individualizing instruction is not in itself the answer to the problem of teaching all children to read. With the development of many new materials and devices, problems relative to meeting the needs of each child may be compounded. There is danger that the child may become isolated from what should be a community of learners. Reading as a social process is developed through social context. This includes a need for relevancy. Instead of enclosing learning within the four walls of the classroom, the outside world–the child's real world–can be brought in through the use of newspapers, filmmaking, research, current magazines, and other activities and materials. Whether a language-experience approach or a basal reader approach is used, reading materials can be selected which have meaning for the student. For learning to take place most effectively, it is necessary that the teacher and student together organize and structure a student-centered environment. Two important qualities of the teacher who can encourage this type of structure are (1) creativity and (2) the ability to develop a questioning attitude in her students which will lead to their making decisions and choice. References are included. (DH)

PARENT INVOLVEMENT

1800 ED 178 872

Monson, Dianne L., Ed. McClenathan, DayAnn K., Ed.

Developing Active Readers: Ideas for Parents, Teachers, and Librarians.

International Reading Association, Newark, Del.

Pub Date—79

Note—112p.

Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 727, $3.00 member, $4.50 non-member)

Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Books, *Childrens Literature, Educational Media, Elementary Education, Interpretive Reading, Language Arts, Librarians, *Library Material Selection, Literature Appreciation, Motivation Techniques, *Parent Participation, Reading Attitudes, *Reading Habits, Reading Instruction, *Reading Interests, *Reading Material Selection

Identifiers—*Reading to Others

Developed by the International Reading Association Library Resources and Reading Committee, this book is designed to help parents, teachers, and librarians provide children with books and reading experiences that will make reading a lifetime habit. Part One, "The Right Book for Each Child: Book Selection and Library Use," contains the following articles: "Assessing Reading Interests of Elementary and Middle School Students," by Ken L. Dulin; "Book Selection for Children of a Modern World," by Ruth Kearney Carlson; "Realism in Books for Young People: Some Thoughts on Management of Controversy," by DayAnn K. McClenathan; "From the Primary Reading Program to the Library," by Louise J. Zaidi; "The Primary Child in the Library," by Margaret J. Miller; and "Taking Your Child to the Library," by Constance V. Alongi. Articles in Part Two, "Involving Children with Literature," are: "Into a Book and Beyond: Responding to Literature," by Dianne Monson; "Choral Reading and Readers Theatre: Oral Interpretation of Literature in the Classroom," by Jean Woodbury; "Parents and Teachers Share Books with Young Children," by Mary Jett-Simpson; "Using Media to Turn Kids on to Reading in the Content Areas," by Roger E. Johnson; and "Magic Moments with Media," by Jeanne Eisenbarth, LeAnn Green, and Margaret Sloan. (MKM)

1801 ED 176 242

Burgess, Joanne

Reading to Children: One in a Series of Parent Training Workshops. A Mini-Course. Trainer's Manual.

Maine Univ., Farmington.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Jun 79

Contract—451AH60892; G007700127; G007700128

Note—37p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, *Course Content, Course Descriptions, Early Childhood Education, *Parent Child Relationship, *Parent Education, *Parent Teacher Cooperation, Parent Workshops, *Reading Instruction, *Teaching Methods

Identifiers—*Reading to Others

The purpose of the mini-course described in this training manual is to provide parents with information and techniques that emphasize the importance of reading to children and to increase their proficiency in handling the task. The manual includes descriptions of the complete course, its objectives, recommended readings, lists of handouts and teaching aids, and its various sessions. Copies of the slides and transparencies used in the course are also included. (FL)

1802 ED 172 186

Parents in Reading: Administrator's Guide.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—79

Note—24p.; For related document, see CS 004 894

Available from—Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204 ($3.95, 10% discount on 100 or more)

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Administrator Role, *Early Reading, Elementary Education, Learning Activities, Letters (Correspondence), *Parent Participation, *Parent School Relationship, Preschool Education, *Program Content, *Program Development, Public Relations, *Reading Programs

Identifiers—*Parents in Reading

Adapted from Idaho's original Parents in Reading program, the materials in this booklet are designed for use by school administrators who want to begin a positive program that involves parents in reading. Various sections contain samples of board policy statements, press releases, and radio commercials; samples of letters to parents new to the district and to parents of new-born children; suggestions for involving public libraries; and instructions for teachers. The booklet also provides reproducible materials for use by parents and sample monthly activity sheets for administrators to send to parents suggesting reading activities. (FL)

1803 ED 172 185

Truby, Roy

Parents in Reading; Parents' Booklet (Folleto Para Los Padres).

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—79

Note—50p.; For related document, see CS 004 895; Figures will not reproduce clearly

Available from—Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204 ($3.95, 10% discount on 100 or more)

Language—English; Spanish

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, *Early Reading, Educational Games, Elementary Education, Guides, *Learning Activities, Listening Skills, *Parent Child Relationship, *Parent Role, Parent School Relationship, Preschool Education, *Reading Programs, Reading Skills, Television Viewing

Identifiers—*Parents in Reading

Developed for Idaho's original Parents in Reading program, this booklet is designed for use by parents of preschool and elementary school students. Topics are discussed in both English and Spanish and include: reading, listening, and talking to children; controlling television viewing; using numbers with children; children's muscles and movements; encouraging children to imitate animals; creative development; five developmental games; fostering positive attitudes about school; child independence; and affordable trips. The booklet also contains a checklist for parents to use in determining how well they are doing and a selected booklist. (FL)

1804 ED 172 158

The American Reading Council's Educational Programs for Families.

American Reading Council, New York, N.Y.

Pub Date—Apr 79

Note—19p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bookmobiles, *Family Programs, Library Role, *Low Income Groups, *Parent Participation, Program Content, Program Costs, Program Descriptions, *Program Development, *Reading Improvement, *Reading Programs

A family education program based principally upon reading is outlined in this paper. Following a discussion of the program's background and of proposals for its expansion, the paper describes booklets used in a campaign designed to help parents understand their role in their children's education. The following section outlines new methods of book distribution used in the program, including the use of school bookstore programs and paperback racks in day care centers, and discusses the cost of these methods. The final section covers the role of the American Reading Council in informing parents, librarians, educators, and the general public about how to operate the programs and about other programs that are successful in getting people to read. (FL)

1805 ED 170 715

Winograd, Peter

Reading for Parents.

Pub Date—79

Note—19p.; Guide prepared at the University of Illinois

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Learning Activities, Oral Reading, Parent Child Relationship, *Parent Participation, Primary Education, Reading Difficulty, Reading Games, Reading Improvement, *Reading Instruction, Reading Skills, Teaching Methods

Designed to give parents an overview of reading and some suggestions on how they can help their children, this guide has been used in parent classes and workshops throughout Illinois since 1976. The nine sections of the guide cover the following areas: a general definition of reading, some causes of reading difficulty, various techniques used in the teaching of reading, ways in which parents can help teach reading, how to read aloud, informal reading games, commercially prepared games, a list of books for parents, and suggestions for choosing books for children. (FL)

1806 ED 169 517

Parents are Reading Teachers Too!

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date—[76]

Note—40p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Concept Formation, Early Childhood Education, *Early Experience, Language Acquisition, *Learning Activities, Listening Skills, Parent Child Relationship, *Parent Participation, Physical Development, Prereading Experience, Preschool Children, Preschool Education, *Reading Games, *Reading Readiness

Designed to assist the parent in providing language learning opportunities to children at home from infancy through first grade, this practically oriented guidebook includes activities for early childhood to develop sensory awareness and to encourage directed play, investigation, and exploration. Exercises are designed to develop physical abilities, to stimulate imagination, and to encourage the child in discovering the world, learning to listen and to see, building language, and developing concepts. For the child in kindergarten there are helps in developing maturity, and for the first grade child a family reading plan is outlined. Also included is a selective bibliography of children's books and magazines and books for parents and teachers. (DF)

1807 ED 167 967

Homer, Sandra

Helpbook: Helping Energetic Learning Parents in Middle School/Jr. High.

Franklin Area School District, Pa.

Pub Date—[78]

Note—20p.; For related documents, see CS 004 687-690

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economically Disadvantaged, Educational Games, Guides, Homework, *Learning Activities, Middle Schools, *Parent Child Relationship, *Parent Participation, Reading Comprehension, *Reading Improvement, *Reading Skills, Word Lists, Word Study Skills

One in a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of junior high/middle school children. The areas covered are homework, reading comprehension, word study skills, word games, word lists, and travel games. (FL)

1808 ED 167 966
Eaton, JoAnne
Helpbook: Helping Energetic Learning Parents in Intermediate Grades.
Franklin Area School District, Pa.
Pub Date—[78]
Note—43p.; For related documents, see CS 004 687-690
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Books, Childrens Literature, Economically Disadvantaged, Guides, Intermediate Grades, *Learning Activities, Library Skills, Listening Skills, *Parent Child Relationship, *Parent Participation, Reading Comprehension, Reading Games, *Reading Improvement, *Reading Skills, Self Concept, Vocabulary Development, Word Lists
One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of children in the intermediate grades. The areas covered include helping the child build self-confidence, the library, children's books, survival vocabulary, listening activities, the importance of reading, word lists, comprehension activities, health and reading, travel games, and suggested gifts for children. (FL)

1809 ED 167 965
Huber, William T., Jr.
Helpbook: Helping Energetic Learning Parents in Primary Grades.
Franklin Area School District, Pa.
Pub Date—[78]
Note—28p.; For related documents, see CS 004 687-690
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Economically Disadvantaged, Guides, Independent Reading, *Learning Activities, *Parent Child Relationship, *Parent Participation, Primary Education, Reading Games, *Reading Improvement, Reading Interests, Reading Skills, Vocabulary Development, Word Lists
One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of primary school children. The areas covered are developing the child's interest in reading and encouraging independent reading, supporting reading instruction, and developing oral language, sight vocabulary, the senses, and handwriting. (FL)

1810 ED 157 012
Vail, Neil J. Neill, Nancy R.
How to Help Your Child Grow in Reading.
Racine Unified School District 1, Wis.
Pub Date—May 75
Note—83p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Beginning Reading, Handwriting, *Learning Activities, Parent Child Relationship, *Parent Participation, Phoneme Grapheme Correspondence, Primary Education, *Reading Games, *Reading Instruction, Reading Readiness, *Reading Skills, Vocabulary, Word Lists
The purpose of this publication is to show parents how they can facilitate their children's growth in reading. Section one suggests numerous parental activities to aid children's reading growth, such as reading to children, talking and listening to them, giving them responsibilities, and building a reading atmosphere at home. Sections two and three present a pyramid of reading skills and a summary of consonant and vowel sounds. Section four discusses games and activities that pertain to the following areas: visual and auditory discrimination, sight and meaning vocabulary, word attack skills, library and study skills, and comprehension. Section five describes recommended books for parents of children in the primary grades, and section six presents a core vocabulary list, a list of Dolch basic sight words, and a handwriting model. (GW)

1811 ED 143 905
Parents Aid School Success Parents Handbook
Pub Date—Sep 75
Note—94p.; For related document see CG 011 673
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Home Instruction, *Learning Activities, *Parent Participation, *Reading Games, *Reading Improvement, Resource Materials, *Skill Development, Study Skills, Success
This handbook is designed to help parents help their children learn to read and to deal successfully with school tasks. It contains suggested activities and games, many of which can be made at home. Suggestions are also given for how to make reading an easy, pleasant task instead of a difficult tiring one. Suggestions are offered for children of all grade levels, from preschool (readiness) through secondary. A special reference section lists children's books and periodicals, games to improve particular skills, books for younger children, and useful materials to save. This handbook might be helpful to reading and resource room teachers as well as to parents. A separate volume, the instructor's manual, provides PASS program goals and implementation strategies. (BP)

1812 ED 138 975
Deffenbaugh, Sue A.
Helping Your Child in Reading; Parent Education Program Minicourse.
Hartford Public Schools, Conn.; Hartford Univ., West Hartford, Conn.
Pub Date—76
Note—14p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Education, Learning Activities, *Learning Motivation, *Parent Participation, Phonics, *Reading Games, *Reading Instruction, *Reading Skills, Sight Method, *Word Recognition
A community-based course sponsored by Project TRAIN was designed to teach parents techniques and activities to be used at home to reinforce children's reading skills and to increase their interest in reading. Parents who showed an interest in reading, who read to their children, and who played word games with them indicated to their children, by their actions, that reading is a valued activity. This course consisted of four meetings, with topics and activities. The purpose of the first meeting was to explore the learning-to-read process: a simulation activity was used as explanation and demonstration of how children learn to recognize words by sight, using flash cards with pictures and words. The second meeting focused on learning sounds: the parents made picture cards designed for matching initial sounds, learned how to help their children make a collage of pictures with the same ending sounds, and played word games. In the third meeting, the parents learned activities using labels from common household items, for example, circling on a milk carton label all words beginning with the same sound as cat. The last meeting focused on how to build the meanings of new words through a guessing-game procedure and how to construct scavenger hunts. (MB)

1813 ED 112 358
Ransbury, Molly Kayes
How Can I Encourage My Primary-Grade Child to Read?
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—72
Note—13p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 ($0.35 members, $0.50 nonmembers)
Pub Type— Books (010)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Books, *Childrens Literature, Early Childhood Education, *Learning Activities, *Parent Participation, Primary Education, *Reading Games, Reading Interests
The first section of this pamphlet discusses factors that influence reading interest, such as age, sex, grade level, exposure to books, availability of printed materials, reading ability, identity, and reward. The second section offers such suggestions for stimulating interest in reading as knowing your child, being aware of your example, encouraging wide reading, encouraging library visits, guiding your child's ability to scan, being a good listener, being willing to share, and providing reading-related activities (story writing, reading games, role playing, and story comparisons). The final section offers a list of books for children and for adults who are interested in helping children to read. (TS)

1814 ED 105 995
Tregaskis, George K. And Others
Learning Experiences at Home: Reinforcement for the Early School Program.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Pub Date—[74]
Note—77p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Elementary Education, *Home Instruction, *Learning Activities, Lesson Plans, Mathematics, Muscular Strength, Parent Child Relationship, *Parent Education, Parent Role, Parent Teacher Cooperation, Reading Skills, Remedial Programs, Speech Habits, *Teaching Guides, Writing Skills
This teacher guide describes a parent education course designed to develop the skills of preschool and elementary school children by introducing parents to a number of learning activities suitable for implementation at home. The guide contains a series of seven lesson plans focusing on: (1) what the child learns in the primary grades, (2) how the parent can help a child do his best in school, (3) muscle development, (4) speech habits, (5) reading skills, (6) writing skills, and (7) mathematics. Each lesson plan is divided into two parts: directed activities to be used in the class with the parents and home activities for the parents' use with their children. Parent take-home sheets, which can be duplicated in quantities sufficient for distribution, make up half the booklet. (CS)

1815 ED 095 987
Language Experiences for Your Preschooler. Part I: Activities at Home.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Pub Date—[74]
Note—71p.
Available from—The University of the State of New York, The State Education Department Bureau of Continuing Education Curriculum Development, Albany, NY 12224 (no price quoted)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Communication Skills, Compensatory Education, Concept Formation, Decision Making Skills, Educational Games, *Family Environment, Language Acquisition, *Learning Activities, Learning Readiness, Parent Child Relationship, *Parent Education, *Preschool Children, Questioning Techniques, Reading Development, Story Reading
The purpose of this manuscript is to encourage the development of the communication skills of preschool children by introducing their parents to a number of learning activities suitable for implementation in the home. It is written to be used by an instructor who is working with preschool parents. The activities, which are designed to be uncomplicated and reasonable in cost and invested time, are grouped in 10 sections: (1) knowing the child; (2) what happens between parent and child; (3) setting goals for the child; (4) emphasizing everyday happenings; (5) reading to children; (6) using free and inexpensive materials for language experiences; (7) making the alphabet letters; (8) games that can be made at home; (9) writing down children's experiences; and (10) writing stories with the child. Each of the sections contains directed activities to be performed with the instructor's guidance, at home activities involving the parent and child, and parent take-home sheets with information and exercises they can use to increase their own knowledge. Some benefits of the program are listed; the major expectation is that the activities will enhance a child's chances of success in the initial stages of learning to read and write. (SDH)

1816 ED 031 379

Karlin, James F.

What Parents Should Know About Reading Comprehension.

Pub Date—May 69

Note—8p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comprehension, Critical Thinking, Group Dynamics, *Intellectual Development, Language Acquisition, Listening, *Parents, Prereading Experience, Questioning Techniques, *Reading Comprehension, *Teaching Methods, Word Recognition

Comprehension is seen as involving meaningful communication between author and reader. Different degrees of comprehension such as literal comprehension, evaluation, reorganization, and reaction are discussed, and experience, intelligence, language development, and decoding skills are noted as important factors which influence reading comprehension. In addition to perceptive questioning and group discussions, using a wide variety of materials, giving background information, and utilizing listening activities are included as teaching strategies for developing comprehension. Parental understanding of reading comprehension and how it is achieved is seen as an important contribution to the child's educational success. References are included. (RT)

READING PROGRAM DESCRIPTIONS ELEMENTARY

1900 ED 178 936

Kunz, Don

Creative Writing/Reading Program for Elementary School Children.

Pub Date—Oct 79

Note—24p.; Paper presented at the Annual Meeting of the Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Development, *Creative Writing, Elementary Education, *Lesson Plans, *Literature Appreciation, *Poetry, Reading Programs, *Writing (Composition)

This paper recommends that poetry rather than other literary forms be used to teach creative reading and writing to young children. The advantages of using poetry are described as follows: inhibitions are overcome quickly; opportunities for a wider range and more complex level of student achievement are created; high quality pieces of writing are composed in a reasonable time; penmanship, grammar, spelling and syntax are mastered; and sensitivity, social acceptance, and a sense of self worth are developed. The paper also includes basic directions for implementing a creative writing/reading program, suggestions for encouraging a playful atmosphere in such a program, and a set of six creative writing lesson plans. (AEA)

1901 ED 170 738

Learning to Read through the Arts: Instructional Handbook.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—[76]

Note—32p.

Available from—Title I Children's Program: Learning to Read through the Arts, New York City Board of Education, 110 Livingston Street, Room 618A, Brooklyn, New York 11201 ($2.00, postage stamps only)

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Activities, *Compensatory Education, Elementary Education, Field Trips, *Handicrafts, *Multimedia Instruction, Museums, Program Descriptions, Program Guides, *Reading Instruction, Reading Skills, Teaching Methods, Theater Arts, *Visual Arts

Identifiers—Elementary Secondary Education Act Title I, *Learning to Read Through the Arts (Program), National Diffusion Network Programs

This instructional handbook describes a program in which children are taught reading in relation to artistic media. It describes the staff, training, and a typical schedule. Program activities include reading workshops on vocabulary instruction, comprehension, and study skills; art workshops on crafts, puppetry, super 8 film, mixed media, communication arts, drawing, music, photography, printmaking, animation, dance, painting, theater, and arts and culture of American peoples; and field trips and special events. The handbook also discusses parent-/community involvement in the program; describes equipment, materials, and facilities that are used; and indicates that teachers are free to create activities appropriate to the goals of the program. Illustrations of sample materials are included. (TJ)

1902 ED 126 448

SDR (Systems Directed Reading): An Overview.

Baugo Community Schools, Elkhart, Ind.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date—75

Note—35p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Directed Reading Activity, Elementary Education, Program Descriptions, Reading Development, *Reading Instruction, *Reading Programs, Reading Skills, *Systems Approach, Teaching Methods

Identifiers—Elementary Secondary Education Act Title III, SDR, *Systems Directed Reading

The objective of this project for kindergarten through fifth grade is to interest public and private educational institutions in the systematization of elementary school reading programs. Facets of Systems Directed Reading (SDR) include the use of a differentiated staffing pattern; experienced language arts unit leaders guiding and directing all reading efforts of unit teachers and instructional aides; reading efforts directed by uniform building election of word attack and comprehension reading skills taught across grade level; and educable, mentally retarded pupils integrated into the reading classes. This document describes the components and products of SDR, global goals, operational objectives at the local school level, and implementation and costs related to the SDR program. An appendix and an additional pamphlet contain related materials. (JM)

1903 ED 112 367

The Formula Phonics Reading Chain Program at Patterson Road Elementary School; A Video Trip to Patterson Road School.

Integrative Learning Systems, Inc., Glendale, Calif.

Pub Date—75

Note—54p.; See related document ED106846

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ability Grouping, *Decoding (Reading), Developmental Reading, Elementary Education, *Grouping (Instructional Purposes), *Phonics, Reading Instruction, Reading Processes, *Reading Programs, Reading Skills, *Videotape Recordings

Identifiers—*Formula Phonics Videotape Reading Chain Program

A new kind of reading-language processing system, which has been in use at the Patterson Road School (Orcutt, California) since December 1972, is described in this document. The program consists of two ungraded reading chains of twelve groups each (determined by reading comprehension) which meet for 45 minutes daily, read material above the group's tested total reading level, and decode unfamiliar words using the Formula Phonics System learned by videotape at the beginning of the program. Reading matter--short stories first, then novels and other works--is chosen for literary worth and interest level and instruction is designed to teach critical thinking with open-ended questioning and to reinforce thinking processes and reading skills by writing tasks keyed to the reading experience. Pupils move up on the chain upon the teacher's recommendation. Detailed information about the reading chain design, staff development procedures, specific methodology, and the school is included in this document. A separate leaflet contains a discussion of a program evaluation scale and an evaluation-contrast form to be used after viewing "Video Trip to Patterson Road School." (JM)

1904 ED 108 171

The Extended Non-Graded Reading Program.

Owego Apalachin Central School District, N.Y.

Pub Date—Dec 73

Note—109p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Class Activities, Disadvantaged Youth, Elementary Education, Individualized Instruction, *Nongraded Instructional Grouping, *Program Descriptions, *Reading Instruction, *Reading Programs, *Rural Education, *Teacher Effectiveness

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs...," serves 720 predominantly white students in kindergarten through grade six. The program, located in a small rural town in which families are mobile but incomes are low ($6000 annually), began in 1970. Needs-based instruction is the focus of the program. The reading curriculum is organized into an ordered number of levels, and the schedule is arranged to provide for a two-hour period of instruction in reading and special areas (art, music, instructional media, and physical education). Approximately 50 minutes of this time are devoted to small-group reading instruction. On the basis of continuous informal diagnosis and evaluation, teachers place each student on the level that suits his or her needs; grade levels are not used. The student is given a prescription card for reading activities and is allowed to proceed at her or his own pace. A 30-minute period is provided daily for teachers to meet and evaluate student progress, plan teaching strategies, and discuss utilization of materials. (RB/AIR)

1905 ED 106 768

Scott, Roger O.

Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TN-3-72-42

Pub Date—72

Note—56p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Decoding (Reading), Elementary Education, *Program Content, *Program Descriptions, Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Programs, *Teaching Methods, Word Recognition

Identifiers—Southwest Regional Laboratory

An instructional system designed to implement the objectives of the Southwest Regional Laboratory (SWRL) Reading Program is currently under development. This document defines the program objectives, content, content sequence, and pedagogical strategies for each outcome area. A description of the program's instructional activities, their sequence, and their relation to program objectives are also included. Specifications for the initial segments of the program are described in detail. Many decisions for the design of the instruction in the latter parts of the program sequence are not yet finalized. (Author)

1906 ED 102 518

McHugh, Walter J.

Do You Read Me? Different Approaches to Reading Instruction.

Bay Region Instructional Television for Education, Redwood City, Calif.; Station KQED, San Francisco, Calif.

Pub Date—74

Note--289p.; An inservice elementary education series of 15 30-minute programs

Available from—Field Services, National Center for School and College Television, Box A, Bloomington, Indiana 47401 (Write for cost of programs and preview materials)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Educational Television, Elementary Education, Reading, *Reading Instruction, Reading Materials, *Reading Programs, Reading Skills, *Teaching Methods

The education television programs presented in this manual are designed to acquaint viewers and readers with the variety of reading methods and approaches which are receiving wide attention today. The series consists of 15 one-half hour programs, each of which is designed to accomplish the following objectives: to explain the philosophy and viewpoint of an approach, to acquaint teachers with the materials used in the approach, to have a master teacher demonstrate the approach, to discuss with the teachers why they might use a particular approach, to discuss and review with nationally known experts in the field of reading the pros and cons of each method or system to be studied, and to analyze and evaluate each approach fairly. The approaches and topics covered are: words in color, the Initial Teaching Alphabet, perceptual approaches, linguistic approaches, language experience, phonic supplements, individualized reading, programed instruction, language and reading readiness, enrichment and supplementary materials, and the basal reader. A materials index is also included. (WR)

1907 ED 101 310

Title II Reading Projects Described; ESEA Title II and the Right to Read Notable Reading Projects.

Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 71

Note—16p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Elementary Secondary Education, *Instructional Materials, *Models, Parent Participation, Reading Instruction, *Reading Materials, *Reading Programs, Reading Readiness, Resource Materials, Social Studies
Identifiers—Elementary Secondary Education Act Title II, *Right to Read
The fourteen Title II reading projects described in this report use resources ranging from reading readiness materials for first- and second-grade pupils identified as potential reading failures, to nineteenth century newspapers on microfilm in secondary social studies. General descriptions of techniques for using the materials in the reading projects described are provided in this report. The objective, a brief description, the number of pupils served, the amount of funds granted, an evaluation, and the name and address of the director are included for each program. (TO)

1908 ED 096 612
New Dimensions in Language Development Skills for Rural Schools. End of Budget Period Report and Final Project Report.
Shasta County Superintendent of Schools, Redding, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Jun 73
Note—110p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Curriculum Development, Elementary Education, Reading, *Reading Achievement, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Teacher Effectiveness, Teaching Methods
Identifiers—Elementary Secondary Education Act Title III
The purpose of this project was to increase the reading achievement of students in kindergarten through grade 8 in three rural schools in Shasta County, California. Current practices in the teaching of reading and the fine arts were analyzed and recommendations were made for the implementation of new techniques and methods to be incorporated into the reading program. It was hoped that these innovations would result, at the end of the project, in students reading at significantly higher levels. Activities consisted of the finalization of program design and the printing and distribution of an operational program manual. A teacher inservice program provided instructional activities to promote teacher acquisition of predetermined skills. (Author/WR)

1909 ED 089 232
Squire, James R.
How Publishers Develop Effective and Usable Instructional Materials in Reading.
Pub Date—May 74
Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Field Studies, Instructional Materials, Material Development, *Program Development, *Publishing Industry, *Reading Materials, *Reading Programs, Teaching Methods
The development of reading programs by publishers traditionally began with the selection of a qualified team of authors and consultants who then worked with editors in the research, development, and writing of a program. Another approach now emerging begins instead with the identification of learning needs, the specification of outcomes, and the overall design of a program to meet the following needs: instruction, content, and pedagogy. Learning strategies take precedence over teaching strategies. Authors are often not determined until the overall structure of the program is identified and the authors' roles are defined. Field tryouts of representative units or modules are conducted prior to full development of a complete multiyear program. The present model for program development in reading also stresses data on pupil performance and pupil attitudes accumulated in field tests, rather than the recorded impressions of teachers. An increasing number of new programs stress field testing of teacher-training systems to assure that the programs will work as intended. Developmental research and development models in publishing have moved from a concern with the improvement of content to a concern for pupils' performance. (RB)

1910 ED 085 928
Mar, Judy
Bibliography on Reading.
University of Southern California, Los Angeles. Instructional Materials Center for Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—Aug 73
Note—58p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstracts, *Annotated Bibliographies, *Exceptional Child Education, Handicapped Children, *Instructional Materials, Phonics, *Program Descriptions, *Reading, Reading Readiness, Reading Skills, Remedial Reading
The annotated bibliography lists approximately 275 reading programs or instructional materials for use with handicapped or normal children. Entries are listed alphabetically by the publisher within the following five categories: general reading (programs and supplementary materials); phonics (linguistic readers, phonics programs, supplementary materials, teaching aids, and games); building reading skills (programs and other materials); reading readiness (programs and other materials); and remedial reading (programs, high interest series, and other materials). Each entry contains the title, name and address of publisher, order number, pricing information, media format, grade level, and a short descriptive abstract of the materials. (DB)

1911 ED 076 977
Adkins, Kathleen Hamilton, Marlene
Teacher's Handbook for Reading, Grades 3-6.
Computer Curriculum Corp., Palo Alto, Calif.
Pub Date—Jun 72
Note—44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Assisted Instruction, Elementary Education, *Intermediate Grades, Reading, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, Structural Analysis, *Teaching Guides, Vocabulary
This teacher's handbook for computer assisted instruction (CAI) in reading describes a CAI program and presents sample lessons. The reading program for grades 3-6 consists of reading practice items designed to develop the student's skills in five areas: word analysis, vocabulary extension, comprehension of sentence structure, interpretation of written material, and development of study skills. The program is divided into two parts: (1) Basic Sentences begins at grade level 2.5 and ends at grade level 3.5. All the items in this section represent the simplest type of practice problem that can be presented in a contemporary CAI system. (2) The section on strands, which are sequences of related items, extends from grade level 3.5 through the sixth grade. There is one strand for each of the five areas covered by the program. All the material in the program is organized into classes, groups containing five items, or questions, of similar difficulty. Examples of introductory lessons, answer formats, and topic lists for each strand are presented. (WR)

1912 ED 024 462
Ferver, Jack C., Ed. Cook, Doris M., Ed.
Supplementary Materials for Teacher Aide Training Programs, To Supplement the Publication "Teacher Aides: Handbook for Instructors and Administrators."
Wisconsin Univ., Madison. Center for Extension Programs in Education.
Spons Agency—Upper Midwest Regional Educational Lab., Inc., St. Paul.
Pub Date—68
Note—134p.
Available from—University Extension Bookstore, The University of Wisconsin, 432 N. Lake Street, Madison, Wisconsin 53706 ($2.00).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Art Activities, Audiovisual Aids, Classroom Techniques, Educational Games, *Instructional Materials, Language Arts, Library Services, Mathematics Education, Music Activities, Physical Activities, Reading Programs, *Resource Materials, Staff Orientation, *Supplementary Reading Materials, *Teacher Aides, *Teaching Programs
In planning a program, school and community needs must be recognized; administrators, selected; and a step-by-step program for trainees, evolved. Objectives established should (1) develop an understanding of the philosophy of the elementary school, (2) acquaint aides with the assigned classroom schedule, and (3) develop an awareness of qualifications and responsibilities relevant to practical assistance in the classroom. This manual contains chapters devoted to classroom techniques, tips on bulletin boards, a guide to operating audiovisual equipment, a section on activities (games, music, finger play, and physical education), and chapters on aides' assistance in the library and in art, language arts, and math programs. (DO)

1913 ED 010 329
LEWIS, WILLIAM P.
DEMONSTRATION OF A NONGRADED PLAN OF AN ELEMENTARY SCHOOL, UTILIZING TEAM TEACHING AND PROGRAMED INSTRUCTION TO FACILITATE LEARNING IN READING AND MATHEMATICS.
Troy State Univ., Ala.
Report No.—BR-6-8669
Pub Date—OCT66
Note—87P.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Classes (Groups of Students), *Demonstration Programs, *Elementary Education, *Mathematics Instruction, *Nongraded Instructional Grouping, *Programed Instruction, *Reading Instruction, Teaching Methods, *Team Teaching
Identifiers—ALABAMA
A SUMMER PROGRAM WAS CONDUCTED TO SERVE AS A MODEL FOR EDUCATORS WHOSE INTEREST LAY IN THE DEVELOPMENT OF A NONGRADED ELEMENTARY SCHOOL PROGRAM. EDUCATORS FROM APPROXIMATELY 35 PUBLIC SCHOOL SYSTEMS WERE INVITED TO OBSERVE THE PROGRAM. THE SCHOOL CONSISTED OF 80 CHILDREN 6 TO 12 YEARS OLD, AND A GROUP OF 20 CHILDREN 5 YEARS OLD. THE EMPHASIS WAS PLACED ON READING AND MATHEMATICS, WITH ADDITIONAL ACTIVITIES INCLUDING SPANISH, RHYTHMS, LISTENING SKILLS, AND RECREATION. QUESTIONNAIRES, ACHIEVEMENT TESTS, AND INTERVIEWS WERE THE MEASUREMENT PROCEDURES EMPLOYED. THE CONCLUSIONS INDICATED THAT THE PROGRAM WAS GENERALLY A SUCCESS. THE NEED OF MATERIALS TO MEET STUDENT DEMANDS WAS BELIEVED TO BE MOST CRUCIAL FOR DEVELOPING SUCH A PROGRAM. (RS)

ELEMENTARY/ SECONDARY

2000 ED 178 894
Wisconsin Handbook for Reading Improvement: Section H–Volunteer Programs.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—79
Note—28p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Program Descriptions, *Reading Improvement, *Reading Programs, *Resource Materials, Tutorial Programs, *Tutoring, *Volunteers, *Volunteer Training
Identifiers—*Right to Read
This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This last booklet offers suggestions for the effective planning and implementation of volunteer programs. Ten potential problem areas in utilizing a volunteer reading program are identified along with accompanying recommendations and solutions and steps in planning a volunteer training program are listed. Also offered are sample planning worksheets, a list of possible topics and handbooks, sample news releases and job descriptions, lesson plan and evaluation forms, a list of guidelines for volunteers, a sample reading interest inventory, and an annotated bibliography on volunteer programs. (AEA)

2001 ED 178 892
Wisconsin Handbook for Reading Improvement: Section F–Staff Roles & Responsibilities.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—79
Note—18p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Professional Personnel, Program Descriptions, *Rating Scales, *Reading Improvement, *Reading Programs, *Resource Materials, *School Personnel, *Self Evaluation
Identifiers—*Right to Read
This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering qualtiy reading instruction and as models for improvement where there is a need for change. This sixth booklet focuses on the roles and responsibilities of school district personnel in a local Right to Read program. Included is a series of narratives describing how various people working in or with a school district can help implement a local program. Each narrative is followed by a self-evaluation checklist. The personnel roles described are the classroom teacher, the library/media specialist, the reading resource specialist, the principal, the superintendent, and the members of the board of education. (AEA)

2002 ED 178 890
Wisconsin Handbook for Reading Improvement: Section D–Publicity & Public Relations.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—79
Note—11p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Program Development, *Publicize, Public Opinion, *Public Relations, *Reading Improvement, *Reading Programs, *Resource Materials, School Community Relationship
Identifiers—*Right to Read
This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This fourth booklet defines the need for organizing an effective public relations program in local Right to Read effort. Methods of disseminating information to the public are listed and sample news releases for newspaper and radio use are offered, along with suggestions for utilizing television coverage. Appended is an annotated bibliography of eight publicity and public relations resources. (AEA)

2003 ED 178 889
Wisconsin Handbook for Reading Improvement: Section C–Advisory Councils.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—79
Note—11p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advisory Committees, Annotated Bibliographies, *Community Action, Program Descriptions, *Program Development, *Reading Improvement, *Reading Programs, *Resource Materials
Identifiers—*Right to Read
This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This third booklet offers a rationale for establishing local reading advisory councils and lists both the functions and limitations of such councils. Two methods are outlined for selecting advisory council members and suggestions are made for developing bylaws, selecting officers, organizing task forces, and restructuring or disbanding an advisory council. An annotated bibliography of resources for establishing an advisory council is appended. (AEA)

2004 ED 178 887
Wisconsin Handbook for Reading Improvement: Section A–The National, State & Local Right to Read Effort.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—79
Note—9p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Literacy Education, Program Descriptions, *Program Design, *Reading Improvement, *Reading Programs, *Resource Materials
Identifiers—*Right to Read
This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This first booklet is an overview of the Right to Read effort at the national, state, and local levels. In addition to background material, it explains the two concepts that frequently guide Right to Read activities–the umbrella concept and the multiplier effect. Strategies for both state and local education agencies are presented, along with a suggested model flow chart. (AEA)

2005 ED 175 041
White-Stevens, Lillian
Adolescent Programs That Work: A National Survey of Successful Educational Programs for Adolescent Students.
New Jersey State Dept. of Education, Trenton.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Note—243p.; Photographs may not reproduce clearly
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Adolescents, Basic Skills, *Career Education, Education, *Educational Programs, Elementary Secondary Education, Environmental Education, Instructional Materials, Language Arts, Mathematics, Nontraditional Education, *Program Content, Program Costs, Program Descriptions, *Program Development, *Reading Programs, Social Studies, Special Education, Teaching Methods, Validated Programs
Designed to assist school districts in making meaningful improvements in programs for their adolescent populations, this publication presents descriptions of 64 innovative and successful educational projects developed throughout the United States. The descriptions are classified in five categories: basic skills, including reading, language arts, and mathematics; career education and guidance; environmental education; special education; and special interest programs such as social studies, humanities, alternative schools, affective education, and teacher improvement. The programs are described in a uniform format that includes an overview; discussions of the rationale and development of the program, its essential elements, and its goals and results; replication criteria for materials used; and information about training requirements, costs of implementation, and the contact person involved. An alphabetical index of program titles is appended. (FL)

2006 ED 173 777
Successful Ventures in Contemporary Education in Oklahoma, 1976. Volume XI.
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
Pub Date—76
Note—106p.; A number of pages may not reproduce well due to light type
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Educational Innovation, Elementary Secondary Education, *Instructional Innovation, *Reading Instruction, *Remedial Reading, *Teaching Methods
Identifiers—*Oklahoma
The purpose of this publication is to foster increased interest about innovations in the public schools in Oklahoma and to review some of the most interesting and meaningful innovations in the classroom and significant innovations in the teaching and learning process. Each of the 59 articles includes an introductory section that briefly explains how the program being described came into being, a section that describes in some detail how the program was implemented, and a final section that provides some evaluation of the program. The articles are organized under four headings: successful ventures in elementary developmental and remedial reading, successful ventures in secondary developmental and remedial reading, successful ventures in elementary and secondary reading, and miscellaneous successful ventures in elementary and secondary education. (TJ)

2007 ED 149 321
Miller, Howard M.
Everybody into the Pool! or Starting a School-Wide Reading Program.
Pub Date—[76]
Note—14p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Content Area Reading, Integrated Activities, Program Content, Program Design, *Program Development, *Reading Consultants, *Reading Instruction, *Reading Programs, Teacher Responsibility, Teaching Methods
Reading teachers should be flexible enough to adapt to varying situations that they encounter when they are asked to develop school-wide reading programs. Under ideal conditions, the faculty and administration are enthusiastic volunteers who accomplish the bulk of the reading program's objectives in their classrooms, allowing the reading specialist to serve as a general advisor and resource person and to focus on students with specific reading problems. When faculty are less than enthusiastic and supportive, yet available for limited duties, the reading teacher creates a reading program that parallels content-area coursework and uses content-area instructors as advisors and resource persons. When no faculty enthusiasm or support for a reading program exists, the reading teacher shares responsibility for program content with the students, using thematic units, learning centers with relaxed environments, self-paced individual activities, and small group activities that allow the reading teacher enough free time to work with students who need special attention. (RL)

2008 ED 127 585
Steinhour, Sue, Ed.
Right to Read Manual for Community Literacy Program Development.
Illinois State Office of Education, Springfield.
Pub Date—76
Note—479p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors—*Community Involvement, Elementary Secondary Education, Guides, *Literacy, *Program Development, Program Guides, *Reading Programs, School Community Programs
Identifiers—*Right to Read
The result of a cooperative effort between the Illinois Office of Education and the Wisconsin Department of Public Instruction, this manual establishes a framework to help educators and concerned citizens plan and implement a local Right to Read program. Inherent in the philosophy reflected

in this manual is the assumption that the impetus for eliminating illiteracy in each community should come from within rather than be mandated from without. Chapters include analyses of the national, state, and local Right to Read effort; Right to Read and the community; the local Right to Read advisory council; publicity and public relations; assessment and program planning; roles and responsibilities of involved individuals; and inservice education and Right to Read. (KS)

2009 ED 096 621
Mobile Diagnostic Van; End of Project Year Report.
Washoe County School District, Reno, Nev.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—73
Note—28p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Motivation, *Program Development, Reading, *Reading Achievement, Reading Development, *Reading Improvement, *Reading Programs, Reading Skills, Reading Tests, Teaching Methods
Identifiers—Elementary Secondary Education Act Title III
This report discusses a project aimed at students both developing a positive attitude toward reading and related skills and showing at least a ten month achievement growth on the Stanford Achievement Test in word meaning, paragraph meaning, word study skills, spelling, and language over the pre-analysis survey of the same test. The contents include: "Project Procedure Summary," which presents a summary of activities, procedures utilized to accomplish the objectives, and procedures used for evaluation; "Summary of Evaluation," which discusses procedures that exceeded or met anticipated results, procedures that did not meet objectives, statistical data, non-statistical data, and recommendations; "Major Changes as a Result of the Projects," which looks at the changes that occurred within the school, students, staff, and community; "Activities Stimulated as a Spin-Off of the Original Title Three Program," which includes students assisting one another and an improved conferencing program; "Modification of the Program for More Effectiveness," which looks at inservice training and testing; "Educational Needs Met," which summarizes progress thus far; "Dissemination," which discusses dissemination procedures; and "Evaluation," which looks at commercial instruments, and expenditures used for student evaluation. (WR)

2010 ED 046 640
Criteria for Assessing School Reading Programs: Kindergarten Through High School.
Connecticut Association for Reading Research, Hartford.
Pub Date—70
Note—28p.
Available from—Mrs. Nora D. Adams, 269 Academy Road, Cheshire, Conn. 06410 ($1.25)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Criteria, *Curriculum Evaluation, *Evaluation Criteria, Evaluation Methods, Instructional Materials, *Reading Instruction, *Reading Programs, Teachers
A series of instruments designed by the Connecticut Association for Reading Research is offered to help a school staff improve reading education by identifying school practices that need improvement. Checklist questionnaires are provided for the following sections: (1) systemwide background information, (2) individual school background information, (3) individual staff member survey, (4) kindergarten, preprimary program, (5) elementary instructional reading program, (6) content-area instructional reading program, (7) independent reading program, (8) remedial/corrective reading program, and (9) summary evaluations, commendations, and recommendations. Reasons for developing the criteria are presented as well as an explanation of how to use them. (Author/DE)

2011 ED 045 317
Proceedings of The Right to Read: The Role of the Volunteer.
Washington Technical Inst., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 70
Note—80p.; Proceedings of a workshop at the Washington Technical Institute, Washington, D.C., Mar. 30-31, 1970
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Demonstrations (Educational), *Paraprofessional School Personnel, *Reading Instruction, Teacher Aides, Teacher Education, Teaching Methods, *Volunteers, Volunteer Training, *Workshops
Proceedings of a 3-day workshop are reported. The workshop, stressing the need for and the role of volunteers in the "Right-to-Read" program, was sponsored by the Washington Technical Institute under an EPDA grant. Topics for major addresses included the role of the volunteer, training of volunteers and the responsibility for such training, and a report on Sesame Street. Training demonstrations were given on the role of the volunteer in child development and in utilizing methods and materials. Panel discussions were held on a number of topics related to volunteers, including methods and skills, materials, training, recruitment, and funding. Complete texts of the major addresses are supplemented by summaries of the discussions. A directory of publishers is also included. (MS)

SECONDARY AND HIGHER EDUCATION

2100 ED 155 599

Steiner, Nancy M. Yuthas, Ladessa

A Self-Paced College Developmental Reading Program using PSI (Personalized System of Instruction).

Pub Date—Mar 78

Note—9p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Developmental Reading, Higher Education, *Individual Instruction, *Learning Modules, *Mastery Learning, Paraprofessional School Personnel, Peer Teaching, Reading Improvement, *Reading Programs, Reading Skills, Student Motivation, Study Skills

A program based on the personalized system of instruction (PSI) was written and used in a developmental reading-study skills course for college freshmen. The following principles characterize the PSI: emphasis on the use of written materials–textbook references, questions, and teacher-developed worksheets; the required passing of a mastery test before proceeding to the next module; self pacing for each student; lectures and class activities that are sources of motivation and of critical information; and the use of paraprofessionals, students, or peers in the class as proctors in correcting mastery tests and related materials. Student response to the course was positive and prompted a refining of the program. (MAI)

2101 ED 147 791

Chaplin, Miriam T.

Where Do We Go From Here? Strategies for Survival of College Reading Programs.

Pub Date—Oct 77

Note—12p.; Paper presented at the Annual Meeting of the College Reading Association (21st, Cincinnati, Ohio, October 26-29, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), *College Programs, *Cooperative Programs, *Coordination, Higher Education, Program Content, *Program Development, *Program Improvement, *Reading Instruction, *Reading Programs

This paper gives college reading instructors a four-part prescription to ensure the continued success of their college reading programs: Dispel the myth of remediation that separates college reading programs from traditional academic departments. Define and articulate a philosophy for reading instruction at the college level. Expand college reading programs, offering them to all students. Correlate the content of the reading program to the content in academic courses, so that the reading program reflects the demands made of students in their coursework. (RL)

2102 ED 131 478

Scrip and Scrippage: Model "Trans-ACTIONS" for Involving Students with Books.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Pub Date—76

Note—154p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Resources, *Learning Activities, Lesson Plans, *Literature Appreciation, *Reading Skills, Secondary Education, Teaching Guides, Teaching Methods

The 12 model assignments presented in this booklet are designed to help secondary-level students become more skillful and knowledgeable readers and to encourage the appreciation of literature. Each assignment provides a general objective, a product that the student is to create, a list of concepts and skills necessary to complete the assignment, a checklist for students to follow, a list of educational objectives which are specifically related to students' actions during the course of the assignment, suggestions for extending the assignment, and an example of a form or an excerpt from a text which can help students complete the assignment. Options are described for using these resource materials as class projects or as independent study assignments. Exercises include reviewing the dominant elements of setting (using haiku), identifying an episode in a novel or biography which lends itself to dramatization (using reader's theater), demonstrating understanding of technical language in a nonfiction book (using a crossword puzzle), and so on. (KS)

2103 ED 109 596

Bodkin, Geraldine

Reading Improvement Program.

Northeastern Junior Coll., Sterling, Colo.

Pub Date—68

Note—41p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Class Activities, Course Descriptions, *Program Descriptions, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Teacher Effectiveness, Two Year Colleges

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs...," serves 250 students a year at a small-town junior college. The first- and second-year college students, primarily white, are from families earning between $6,000 and $15,000 annually. The program began in 1964 and offers two elective college reading courses that are open to college students and community adults. Minicourses in reading are also available for special-interest groups such as practical nursing majors, accelerated high school students, and local teachers. The beginning course includes an initial diagnosis of the student's skills using standardized and informal tests. With the help of the teacher, each student develops a plan for improvement using the instructional materials and machines in the reading lab. The courses are organized to meet formally twice a week for a combination of lectures, discussions, and individual work. Discussions and lectures cover such topics as the structure and functions of sentences, how to deal effectively with the reading in a specific type of course, and useful techniques in taking exams. A third hour per week is devoted exclusively to individual lab work. (RB/AIR)

2104 ED 103 827

Cafarella, Ruth L.

Developed Auditory-Vocal Functioning with TV Tapes and Scripts.

Pub Date—May 75

Note—16p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Television, *Language Acquisition, Reading, *Reading Improvement, Reading Instruction, *Reading Programs, Reading Skills, Secondary Education

This paper discusses the TV Reading Program in Philadelphia and Mount Vernon which encourages the development of auditory-vocal behaviors without preempting the English, social studies, or science curricula. The program in both districts fosters practice in expressing standard grammar orally. Teachers in the TV Reading Program work from prepared scripts, giving students precise definitions for the vocabulary found in the scripts. Students dramatize the scripts, reciting responses in unison. Although the initial development of a concept is at an abstract level, the verbal input is supported by concrete experience when the video portion of the TV tape is switched on. When concepts are not represented visually, teachers lead students to perceive the parameters of the concept through a questioning technique which requires students to affirm or negate the relationships of the new concept with familiar concepts. A pilot study of the impact of the program on the reading behavior of seventh graders encouraged the expansion of the program and the application for a federal grant to install an on-the-job training program for secondary teachers. (WR)

2105 ED 098 522

Reading Centres in Secondary Schools–A Guide; Contact 2.

South Australia Education Dept., Adelaide.

Pub Date—Jul 73

Note—36p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Motivation, Program Guides, *Reading Centers, *Reading Diagnosis, *Reading Programs, *Reading Tests, Secondary Education, *Teaching Methods

In this guide, the various factors necessary in a secondary level reading center are discussed in two sections. "Testing and Diagnosis" explores group screening tests, reading tests, student selection, diagnostic testing, the basic skills list, the Informal Reading Inventory, and posttesting. "Methods and Motivation" covers student motivation, teaching methods, physical atmosphere, timetables both within the school and within the center, the program basis (including decoding and comprehension difficulties and survival skills), individualized instruction, additional teaching suggestions, and evaluation. Eight appendixes consist of basic resources, "The Basic Skills Check List," "The Informal Reading Inventory" (including a copy of the test), "The Individual Record Sheet," "Public Relations in Preparing for the Program," a bibliography, an example of a teacher program, and an explanation of Silent Sustained Reading. (JM)

2106 ED 057 997

Howell, Susan Ann

Plans for Education 100: A Reading and Study Skills Course at Floyd Junior College.

Pub Date—3 Dec 71

Note—14p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Organization, Diagnostic Teaching, Directed Reading Activity, Independent Study, *Listening Skills, *Reading Skills, Skill Development, *Study Skills, Teacher Developed Materials, *Two Year Colleges

The procedures taken and the results obtained in the planning of a reading and study skills course at Floyd Junior College are described. The course objectives and course structure are outlined. The aim of this course is to teach students reading, listening, notetaking, and study skills necessary for college success and to provide them with adequate practice for mastery of these skills. Students are tested both at the beginning and end of the course, and their scores are graphed to show each student's progress. Students are taught either by the instructors or by use of faculty-prepared or commercially-prepared tapes. Each faculty member prepared a taped lecture, an excerpt from his text, and a sample test over this material. A student experiencing difficulty in any course may choose to work individually on tapes, excerpts, and tests. Each student evaluates and improves his own place of study and develops a system of budgeting his time and keeps a weekly schedule of planned activities which are checked by the faculty. References are included. (AW)

2107 ED 056 847

Dulin, Kenneth L.

The Professionally-Oriented Reader.

Pub Date—Dec 71

Note—11p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Adult Reading Programs, Individualized Reading, Inservice Education, *Professional Training, *Reading Development, Reading Material Selection, Reading Rate, *Reading Skills, Teaching Methods

A reading program designed for adults in business, industry, or self-directing professions must focus on specific reading skills which are different from other adult reading programs. Professionals generally have good-to-excellent reading skills which they developed in school and college and are thus primarily concerned with developing (1) efficient and fast reading, (2) the ability to deal with professional jargon and technical vocabulary, (3) the ability to deal with specialized reading materials in their fields, and (4) facility for creativeness of expression. Because professionals have learned meticulous and careful reading skills in school, they often need to learn skills of general comprehension of large quantities of material. The materials used should be those the professionals come in contact with–either brought in by the students or found by the teacher. Some guidelines for working with professionals are (1) make the program visably individualized, (2) review basic reading skills, (3) teach general as well as technical vocabulary skills, (4) teach flexible rather than fast reading, (5) explain the theory behind the techniques taught, and

(6) be egalitarian and uncondescending toward the class. References are included. (AL)

2108 ED 052 792
Nazzaro, Lois B., Ed.
Filmstrips, Phonograph Records, Cassettes: An Annotated List of Audio-Visual Materials.
Free Library of Philadelphia, Pa.
Pub Date—Jun 71
Note—52p.; (342 references)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academically Handicapped, *Adult Education, *Adult Programs, *Adults, Annotated Bibliographies, Audiodisc Recordings, *Audiovisual Aids, Disadvantaged, Education, Film Libraries, Filmstrips, Magnetic Tape Cassettes, Poverty, *Reading Programs, *Young Adults
The Reader Development Program of The Free Library of Philadelphia makes available audio-visual materials designed to aid under-educated adults and young adults in overcoming the educational, cultural and economic deficiencies in their lives. These materials are loaned for a week at a time to instructors, tutors, reading specialists, social workers, and others working with the under-educated. This annotated list is a record of the audio-visual materials in the Reader Development Program. The list is divided into three categories - filmstrips, records, and cassettes. The list is arranged alphabetically by title within each category. An alphabetical list of distributors of audio-visual materials is also included. (Author)

2109 ED 051 230
Ross, Ramon Royal
Reading Skills and the High School English Program.
Pub Date—Nov 70
Note—11p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, Curriculum Development, *English Instruction, *High School Students, *Instructional Materials, *Reading Skills, Student Motivation, *Teaching Methods
It is questioned whether high school students need to be taught the reading skills that have been identified to be taught in high school. Students who have acquired the basic skills forge ahead on their own. If they don't know the basic skills, there's no guarantee that they'll be learned if taught. One study shows college students to be antagonistic toward the work they were doing, and this resulted in little or no skill acquirement. Yet, evidence shows that all high school students don't read with proficiency. Students should acquire reading skills through self-paced instruction, working only with those skills lacking. Packaged learning materials are useful for this purpose. A student is pretested until skills needed are identified. He then selects from suggested materials and activities in a learning package those which fit his unique style of learning. Behavioral objectives guide him as he learns. When he has achieved all the objectives in the package, he may proceed to the next skill. Reading skills necessary for high school students include: decoding, interpreting, and applying. For best possible results, teachers should teach indirectly. Students report liking school better when the teacher accepts student responses, asks questions, and is encouraging. In short, a curriculum change is needed in high school reading programs. (CK)

2110 ED 048 256
Cameron, John
"Summer Is Icumen In..."
New England Association of Teachers of English, Burlington, Vt.
Pub Date—Nov 70
Note—5p.
Journal Cit—Leaflet; v69 n4 p24-8 Nov 1970
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Reading Assignments, Reading Material Selection, *Reading Programs, Secondary Education, Study Guides, *Summer Programs, *Writing (Composition)
Students need proper guidelines in their summer programs of reading and writing. In this secondary school summer reading program, at the Holderness School for Boys in Plymouth, New Hampshire, teachers decided to assign 16 books--four books to be read by students in each of the 4 years of English. Two criteria were established for book selection: (1) each book must be capable of being handled by students without outside help; and (2) each book must be enjoyable and challenging. Teachers compiled a study guide for each book, containing an introduction, writing topics, and a list of recommended books dealing with the same subject covered in the book being read. One fourth of the student's grade for the Fall Term was based on the four essays which he wrote on his summer reading. The program resulted in improved class discussion during the early weeks of school and students' increased capacity to understand literature on their own. (A sample reading list and study guide are included.) (DD)

2111 ED 043 644
Phase-Elective English, 1970.
Jefferson County Board of Education, Louisville, Ky.
Pub Date—70
Note—328p.
EDRS Price - MF02/PC14 Plus Postage.
Descriptors—Creative Writing, Educational Objectives, *Elective Courses, *English Curriculum, Instructional Materials, *Language Arts, *Literature, Local Color Writing, Mass Media, Poetry, Reading Skills, Social Problems, Teaching Methods, Theater Arts, United States Literature, World Literature, *Writing (Composition)
These 40 elective courses, each phased according to one of five levels of difficulty and each comprising 12 weeks of study (a minimum of three courses being required of every student per academic year), offer an individualized program designed to realistically serve the immediate needs and future objectives of each student. Provided for each course are a brief course description, suggested achievement level needed for the course, general objectives, specific objectives, suggested approaches, course outline, time schedule, supplementary materials, and bibliography. Some areas of study covered are creative writing, vocational English, mass media, theatre arts, reading techniques, folktales and legends, American literature, literature of social protest, poetry, Shakespeare, and modern world literature. Information on book selection and material reevaluation procedures, as well as a sample citizen's request for reevaluation of material, are appended. (MF)

2112 ED 037 458
Phase-Elective English: An Experimental Program for Grades Eleven and Twelve.
Jefferson County Board of Education, Louisville, Ky.
Pub Date—69
Note—170p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Creative Writing, *Curriculum, Curriculum Development, *Elective Courses, *English Instruction, English Literature, *Experimental Curriculum, Humanities, Mass Media, *Nongraded Instructional Grouping, Poetry, Reading Programs, *Secondary Education, Speech Communication, Teaching Methods, Theater Arts, United States Literature, Vocational Interests, Writing Skills
Identifiers—Shakespeare (William)
This report of an experimental program, developed at the Jeffersontown High School in Louisville, Kentucky, describes 26 nongraded elective English courses which are divided into five ability-level phases. Phase 1 and 2 courses (for less advanced students) deal with such areas as developmental reading, vocational English, oral communication, humanities, and composition; phases 3 through 5 (requiring more highly developed skills and understandings) focus on creative writing, poetry, theater arts, Shakespeare, and English and American literature. Literary objectives, an outline of content, a week-by-week description of activities, suggested teaching approaches, a list of supplementary materials, and a bibliography are provided for each course, which lasts 12 weeks. Appended is the school's book selection and material reevaluation policy. (MF)

2113 ED 031 370
Lowe, A. J.
Educated Adult Reading Programs: What's Needed.
Pub Date—Mar 69
Note—9p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Reading Programs, Content Area Reading, Critical Reading, *Program Content, Reading Habits, Speed Reading, Study Skills
Five topics for suggested study in an educated-adult reading program are presented in outline form. Rapid reading is seen as a major goal of most participating students, and critical reading, listening, writing, and speaking are noted as important subjects to be covered. Study methods, techniques for reading problems in science and math, and general reading habits are included. Getting students to practice at home is noted as a significant challenge for such a program. Useful materials are listed, and a careful use of tests is advised. A discussion on what improvements may be expected is recommended. (RT)

2114 ED 011 822
CARTER, HOMER L. J. MCGINNIS, DOROTHY J.
SOME FACTORS TO BE CONSIDERED IN CONDUCTING A COLLEGE-ADULT READING PROGRAM.
Pub Date—DEC66
Note—19P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, *College Students, *Developmental Reading, Educational Objectives, Reading Ability, Reading Processes, *Reading Programs, Student Evaluation, Teacher Role, *Teaching Guides, Teaching Methods
Identifiers—Michigan (Kalamazoo), WESTERN MICHIGAN UNIVERSITY
FACTORS CONSIDERED CRUCIAL IN CONDUCTING A COLLEGE-ADULT READING PROGRAM BY THE WESTERN MICHIGAN UNIVERSITY READING STAFF ARE PRESENTED AS A GUIDE FOR THE ESTABLISHMENT OF NEW READING PROGRAMS ON THIS LEVEL. EIGHT PRINCIPLES DERIVED FROM EXPERIENCE WITH THE 22-YEAR-OLD WESTERN MICHIGAN READING PROGRAM CONCERNING TEACHER ROLE, A STUDENT'S UNDERSTANDING OF HIS READING ABILITY, STUDENT RESPONSIBILITY FOR READING IMPROVEMENT, SETTING UP READING OBJECTIVES, PHYSICAL, PSYCHOLOGICAL, AND ENVIRONMENTAL FACTORS WHICH MAY AFFECT READING, SEQUENTIAL AND MEANINGFUL READING TRAINING, INSTRUCTIONAL PROCEDURES, AND A STUDENT'S EVALUATION OF HIS READING ACHIEVEMENT ARE DISCUSSED. HEAVY EMPHASIS IS PLACED ON THE IMPORTANCE OF ADAPTING THE PROGRAM TO EACH INDIVIDUAL. A BRIEF HISTORY OF THE WESTERN MICHIGAN PROGRAM REVEALS THE CHANGES WHICH HAVE TAKEN PLACE FROM 1944 TO 1966. REFERENCES ARE GIVEN. (LS)

2115 ED 011 458
JONES, RICHARD A.
INNOVATIVE DEVELOPMENTS AT BAKERSFIELD COLLEGE.
Pub Date—MAR67
Note—42P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administration, *Computers, Counseling, *Innovation, Instructional Innovation, Instructional Materials, Program Improvement, Reading Instruction, Reading Level, *Scheduling, Spelling, Testing Programs, *Two Year Colleges
Identifiers—California (Bakersfield)
A CLIMATE SUPPORTIVE OF INNOVATION PREVAILS AT BAKERSFIELD COLLEGE. WHILE SOME OF THE INSTITUTION'S APPROACHES CAN BE CLASSIFIED AS UNIQUE AND ORIGINAL, OTHERS ARE MODIFICATIONS OF EFFORTS BEING MADE AT OTHER COLLEGES. EXAMPLES OF INNOVATION ARE-(1) COMPUTER PROGRAMING IN CONJUNCTION WITH STUDENT COUNSELING, WHICH OFFERS THE STUDENT A 92 PERCENT CHANCE OF OBTAINING HIS FIRST CHOICES OF COURSES, TIMES, AND INSTRUCTORS, (2) COMPUTER-SCORED AND ANALYZED FACULTY-CONSTRUCTED TESTS WHICH PROVIDE ITEM ANALYSIS AND STANDARD SCORES, (3) A TELEPHONE DIAL SYSTEM OF TAPE RECORDING FOR LATER TRANSCRIPTION OF THE FOLLOWUP NOTES FROM COUNSELING INTERVIEWS, (4) A COMPUTER PROGRAM CAPABLE OF PROJECTING WITH REASONABLE RELIABILITY THE BUDGET NEEDS OF THE COLLEGE FOR 5-YEAR PERIODS, (5) FACULTY ADVISER ASSIGNMENT RELATED TO STUDENT ACHIEVEMENT AND GOAL ORIENTATION, (6)

REMEDIAL SPELLING, REQUIRED WHERE APPROPRIATE TO ASSURE BASIC COMPETENCE OF ALL STUDENTS WHO WISH TO COMPLETE TRANSFER ENGLISH REQUIREMENTS, AND (7) AN ENGLISH PROFICIENCY CLASSIFICATION SYSTEM OF DUAL TRACKS OFFERING FOUR ENTRANCE LEVELS FOR PRETRANSFER STUDENTS AND TWO ENTRANCE LEVELS FOR NONTRANSFERS. OTHER NOTABLE PROGRAM DEVELOPMENTS CAN BE FOUND IN HOME ECONOMICS, BASIC ELECTRONICS, SPECIAL STUDIES, AND HONORS COURSES. THE LANGUAGE ARTS BUILDING UNDER CONSTRUCTION WILL FEATURE A MULTIMEDIA LEARNING CENTER. (AL)

READING TECHNIQUES, RESOURCES, AND MATERIALS ELEMENTARY

2200 ED 176 268
Cardarelli, Aldo F.
Twenty-One Ways to Use Music in Teaching the Language Arts.
Pub Date—[79]
Note—11p.; Guide prepared at Indiana State University, Evansville.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Integrated Activities, *Language Arts, *Music, *Music Activities, Reading Instruction, Spelling, Teaching Guides, Teaching Methods, *Vocabulary Development

Twenty-one activities that integrate music and the language arts in order to capitalize on children's interests are described in this paper. Topics of the activities are as follows: alphabetical order, pantomime, vocabulary building from words of a favorite song, words that are "the most (whatever)" from songs, mood words, a configuration clue mystery, nonsense word songs, reacting to music, rhyming, pronunciation, handwriting, spelling, poetry-choral speaking, composition (writing lyrics), writing letters to persons involved in music, crossword puzzle, song pluggers, researching the lives of composers or music artists, exchanging cassette tapes with another school, selecting theme songs for each student, and self-esteem. (MKM)

2201 ED 167 982
Whisler, Nancy G.
Constructing and Using Take Home Stories in the Basic Reading Program.
Pub Date—Nov 78
Note—13p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978); Some figures may not reproduce due to small type
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Reading, *Beginning Reading, Elementary Education, *Home Study, *Instructional Materials, *Reading Instruction, *Supplementary Reading Materials, Teaching Methods

Using Take Home Stories is one method of providing success-oriented independent reading materials to reinforce basic vocabulary from any reading program. Most easy-to-read trade books have too many words that are not in the beginning reader's reading vocabulary. Take Home Stories can be written to be used after completion of an entire basal reader, after a unit within a reader, or after specific stories or lessons. Two criteria need to be employed when writing Take Home Stories: only the vocabulary that students have been taught may be used and all of the new vocabulary for a particular lesson should be included. Because they are inexpensive, consumable, and contain the exact reading vocabulary learned in the basal program, the stories are an ideal tool for parents to use in helping children at home. A variety of activities can be used with the stories including word recognition and meaning, word analysis, recalling details, locating answers, visual memory, sequence of events, drawing conclusions, finding the main idea, and using context clues. (TJ)

2202 ED 161 441
Thomas, James L.
Creative Activities with Children's Periodicals.
Pub Date—76
Note—15p.; Not available in hard copy due to print quality; For related document see IR 006 522
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Children, *Childrens Literature, *Directed Reading Activity, Elementary School Students, Junior High School Students, Learning Activities, *Library Services, *Periodicals, *School Libraries

Suggestions are provided for creative activities with a selected list of children's periodicals. The periodicals were chosen as representative of those that are available for use by children, teachers, and library media specialists in the elementary through middle school (K-8) grades. Each magazine was examined by students working on degrees in library science or teacher education and approximate levels (primary, primary-intermediate, intermediate, intermediate-middle) are indicated. Brief annotations of the content and complete bibliographic information are supplied for each periodical. (Author/JAB)

2203 ED 159 644
Band-Aids for Reading Aides or What to Do 'Till the Special Reading Teacher Arrives.
Wichita Public Schools, Kans.
Pub Date—73
Note—40p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Consonants, Elementary Education, Glossaries, *Instructional Materials, Phonetics, Reading Instruction, *Reading Materials, Reading Skills, *Reading Teachers, Sight Vocabulary, Syllables, *Teacher Aides, *Teaching Guides, Teaching Methods, Vowels, Word Lists
Identifiers—*Dolch Basic Sight Vocabulary, San Diego Quick Assessment

Intended to help teacher aides to achieve the goals of developing children's interest in reading, building their sight vocabularies, and helping them with specific reading needs as they arise, this guide contains a glossary of terms used in reading, lists of high frequency words and nouns, the Dolch word list, a supplement to the Dolch list, phonetic summary sheets for both vowels and consonants, a review of recommended vowel and syllabication principles, and six common sound and letter patterns. It also includes the standard markings for oral inventories, instructions for and a copy of the San Diego Quick Assessment graded word list, and suggestions for eliminating reversals in reading. A job description for reading aides is also given. (FL)

2204 ED 158 303
Green, Norva And Others
Indian River County Environmental Education Instructional Guide: Language Arts, Ninth Grade. Pilot Edition.
Indian River County Board of Public Instruction, Vero Beach, Fla.
Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date—75
Note—56p.; For related documents, see CS204285-287
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Conservation (Environment), *Discovery Learning, English Curriculum, *English Instruction, *Environmental Education, Grade 9, Group Discussion, Junior High Schools, *Language Arts, *Learning Activities, Reading Skills, *Responsibility, Teaching Guides, Writing Skills

As part of a language arts series for kindergarten through grade nine, this ninth grade guide examines environmental values, concepts, and problems according to a common conceptual scheme: all living things, including humans, are interrelated and interdependent; heredity and environment interact to determine the characteristics of an organism and therefore a population; living things and environments are in a continuous state of change; the world has finite resources and almost infinite demands are made on these resources; and each individual, as an agent of change, has a responsiblity to the environment. The guide offers a series of environmental activities that stress the development of reading, writing, and discussion skills and emphasize the discovery method of observation. The guide includes background information, a teacher's outline, student task sheets, and appendixes containing various types of word puzzles for the students. (MAI)

2205 ED 157 043
Lerner, Brenda And Others
Tooters in Reading.
Pub Date—75
Note—99p.; Project was sponsored by the Junior League and Junior Women's Club of Champaign-Urbana; Title spelling is by author
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, High Interest Low Vocabulary Books, *Individualized Reading, Language Experience Approach, Phonics, Prereading Experience, Reading Comprehension, Reading Games, *Reading Instruction, *Reading Readiness, Sight Vocabulary, *Structural Analysis, *Teaching Methods, *Tutorial Programs, Tutors, Vocabulary Development, Word Study Skills

Designed to assist reading tutors in the Champaign, Illinois, Unit 4 schools, this illustrated guide offers the following: practical suggestions for relating to children and specific teaching techniques for tutoring reading, an explanation of reading readiness and a series of readiness activities; a chapter on word attack skills that considers phonics, sight words, structural analysis, and the language experience approach; a discussion of reading comprehension; and a section on how to determine instructional objectives and plan lessons. A series of outlined reading activities, an illustrated game packet, four mini-evaluation forms, a glossary of reading terms, and a bibliography of high interest low vocabulary materials are also included. (MAI)

2206 ED 155 669
Schroeder, Tom S.
Children's Work Habits and Reading Performance.
Pub Date—May 78
Note—24p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Learning Activities, Reading Ability, Reading Comprehension, Reading Diagnosis, Reading Difficulty, *Reading Habits, *Reading Improvement, *Reading Instruction, *Study Habits, *Study Skills, Task Performance, Teaching Methods

Two types of problems are found in the reading performance of children with poor work habits: a child may have mastered skills but performs inadequately in tasks due to poor work habits, and a child may never have mastered skills because of such habits. Work habit behavior is the student's tendency to apply himself or herself to learning tasks by displaying adequate self-direction in individual or group learning activities. Problems may occur in one of three stages of task performance: getting started, keeping going, and getting finished. Work habit problems increase as students advance in the grades. To build a structure for development of good work habits, teachers must do the following: help the student understand what abilities will be gained as a result of the task and how the ability to do what is expected will be demonstrated; make consequences of good or poor performance clear at the outset and stick to them; plan alternate methods of instruction if performance is inadequate; and help the child organize for the task. Specific techniques are available for teachers to use with students at each of the three problem stages. (DF)

2207 ED 154 410
Stewig, John Warren Sebesta, Sam L.
Using Literature in the Elementary Classroom.
National Council of Teachers of English, Urbana, Ill.
Pub Date—78
Note—80p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 56177, $3.50 member, $3.95 non-member)
Pub Type— Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Books, *Childrens Literature, Creative Dramatics, Elementary Education, Illustrations, Instructional Materials, Language Arts, Linguistics, *Reading Comprehension, *Reading Instruction, *Reading Skills, *Teaching Methods, Vocabulary, Writing Skills
Identifiers—Picture Books

The six authors of this monograph draw from their experience in elementary education in proposing practical techniques for using literature to teach a variety of literacy skills to children. The following topics are developed individually: reading for learning about the nature of language, picture books for reading vocabulary, the trade book as an instructional tool-strategies in approaching literature, book illustration as a key to visual and verbal literacy, reading as leading to writing, and enhancing reading comprehension through creative dramatics. The topics are linked together by the authors' common philosophy regarding the use of the books with children and by the use of headnotes that relate each article to the preceding one. Lists of appropriate children's books are included in several of the articles and a complete bibliography accompanies each topic. (MAI)

2208 ED 154 350
Purnell, Betty Hays, Susan
Adapting ECRI to a Basal Text.
Pub Date—Feb 78
Note—17p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (13th, San Antonio, Texas, February 2-4, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Reading, Charts, Instructional Materials, *Language Arts, Primary Education, *Reading Instruction, Reading Programs, *Skill Development, *Teacher Developed Materials, *Teaching Methods, Vocabulary, Word Lists, Word Study Skills
As this report explains, the Exemplary Center for Reading Instruction (ECRI) has developed a reading program that teaches 16 skills involved in reading, spelling, listening, thinking, and writing. Daily records are kept of each child's progress. This report shows how the ECRI program can be adapted for use with a basal text. It provides detailed, step-by-step instructions for preparing mastery lists of basal and nonbasal vocabulary words, making word and review cards, planning lessons that use the word cards to teach specific skills, making instructional wall charts, and preparing skills and spelling practice worksheets. Illustrations accompany the descriptions of the materials. (GW)

2209 ED 137 772
Hall, Buford Charles
Cassette Reading Method: A Superior Method of Teaching Reading.
Pub Date—76
Note—30p.
Available from—Buford C. Hall, 303 S. Park, #4, Stuttgart, Arkansas 72160 ($1.00 paper)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, *Magnetic Tape Cassettes, Reading Development, *Reading Instruction, Tachistoscopes, *Teaching Machines, *Teaching Methods
In the cassette reading method, based on Guthrie's theory of learning (1952), which states that two stimuli occurring at the same time will be learned together, children follow the written text (using a bookmark) as they listen to the same words being spoken on tape. This booklet briefly outlines the method, which works well with children in the second, third, and fourth grades, and suggests ways of presenting the reading material and of stimulating the children's interest. The booklet concludes that most children will need no more than two years using the reading machines to produce reading scores of 100%. (JM)

2210 ED 137 766
Recommendations for Eliminating Sex Discrimination in the Reading Program.
Kalamazoo Public Schools, Mich.
Pub Date—73
Note—124p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, *Reading Materials, Reading Programs, *Sex Discrimination, *Sex Role, *Sex Stereotypes, *Teaching Guides, Textbook Content, *Textbook Evaluation
Identifiers—Houghton Mifflin Company
After reviewing the Houghton-Mifflin reading textbooks, supplemental materials, and teachers' guides, the Materials Review Committee of the Kalamazoo Public Schools developed recommendations for achieving appropriate representation of, and balance in, the portrayal of sex roles in the teachers' guides, especially in those portions of the lesson plan in which exercises are to be read or written on the chalkboard by the teacher. The sequence of skills development was not revised in any way. Specific changes to be made in the guides are included in part one; female-oriented poems selected to support the poetry presented in the texts and guides are included in part two; and part three lists fifty books, published in the last five years, that appropriately represent sex roles. Sections are color coded. (HOD)

2211 ED 130 225
Miller, Harry B., Comp.
Handbook for Reading Consultants.
Pub Date—76
Note—168p.; Prepared by Graduate Class 508 of Northeast Louisiana University ; Some pages may reproduce poorly due to light print
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Education, Reading Consultants, *Reading Instruction, *Reading Processes, *Reading Skills, Teaching Guides, *Teaching Methods
This handbook discusses various topics of interest to reading consultants for the elementary level: beginning reading, word recognition, phonics, vocabulary development, comprehension, reading skills in the content area, individualized approaches to instruction, creative reading, the disadvantaged child, audiovisual aids, reading speed, reading readiness, innovations in the field, and diagnostic and remedial reading. (KS)

2212 ED 129 489
Special Activities for Very Special Children.
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Pub Date—5 Jun 72
Note—55p.; Booklet developed by the Bureau of Indian Affairs special education teachers at a workshop (National Indian Training and Research Center, Tempe, Arizona, June 5-8 1972)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Activity Units, *American Indians, Arithmetic, Auditory Discrimination, Creative Activities, Dramatic Play, Elementary Education, Eye Hand Coordination, *Learning Activities, Memory, Motor Development, Perceptual Development, Psychomotor Skills, Reading Development, Self Concept, *Special Education, *Teacher Developed Materials, Teaching Guides, Vocabulary Development, Word Recognition
Developed by 41 Bureau of Indian Affairs special education teachers, this booklet presents 25 teaching activities which they found very helpful in their classrooms. The purpose, materials needed, and procedures are given for each activity. The activities cover the alphabet letters, letter recognition, vocabulary development, sentence structure, paragraph structure, reading, following directions, eye-hand coordination, spelling, initiation of oral discussion, story beginnings, creative writing and productive thinking, visual memory and perception, identification of words and sounds, auditory discrimination, phrase reading, development of memory and recall, sequencing, likenesses and differences of objects, development of self-confidence through fun and dramatization, animal categories, time sharing, number recognition, and basic addition and subtraction facts. Eighty-three activities to use with the balance beam are given. These activities are to help the child develop laterality, directionality , and dynamic balance. The booklet also includes directions for making crayon or pencil holders, mini-carrels for student privacy, and eight rhymes for rope skipping. (NQ)

2213 ED 124 890
Scott, Roger O.
Junctures in the Design of a Reading Program.
Pub Date—76
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conceptual Schemes, *Decision Making, Decision Making Skills, Elementary Education, *Problem Solving, Program Content, Program Design, *Reading Instruction, *Reading Programs, Reading Skills, Teaching Methods
A strategy for decision making in the design of reading instruction is suggested in this paper. Decision categories, or "junctures," are anticipated, and a set of principles is developed as a guide to selection and sequencing of program tactics. Included in the discussion is an analysis of the problems inherent in decision making, an examination of principles valuable to content selection, a discussion of the construction of a skills progression framework, and a description of techniques for specifying program pedagogy and teaching procedures. The importance of establishing a sound conceptual basis for teaching is stressed. (KS)

2214 ED 124 727
Houghton Mifflin Basic Reading. Grades 1-3. A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals.
Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Report No.—VT-102-836
Pub Date—Dec 75
Note—95p.; For related documents, see CE 007 335-337
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Basal Reading, *Basic Reading, *Career Awareness, Career Education, Class Activities, *Consumer Education, Integrated Curriculum, Learning Activities, Primary Education, Reading Comprehension, *Reading Materials, Resource Materials, Supplementary Reading Materials, *Teaching Guides, Teaching Methods
The teaching guide was prepared by the Portland Public Schools, Area 3, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide closely follows the story lines in the Houghton Mifflin Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

2215 ED 124 726
Ginn 360 Basic Reading. Grades 1-3. A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals.
Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Report No.—VT-102-835
Pub Date—Dec 75
Note—105p.; For related documents, see CE 007 335-337
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Basal Reading, *Basic Reading, *Career Awareness, Career Education, Class Activities, *Consumer Education, Integrated Curriculum, Learning Activities, Primary Education, Reading Comprehension, *Reading Materials, Resource Materials, Supplementary Reading Materials, *Teaching Guides, Teaching Methods
The teaching guide was prepared by the Portland Public Schools, Area III, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide closely follows the story lines in the Ginn 360 Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

2216 ED 124 725
Holt Basic Reading. Grades 1-3. A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals.
Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Report No.—VT-102-834
Pub Date—Dec 75
Note—142p.; For related documents, see CE 007 335-337; Page 1 of Appendix B will not reproduce well in microfiche due to faded type
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Basal Reading, *Basic Reading, *Career Awareness, Career Education, Class Activities, *Consumer Education, Integrated

Curriculum, Learning Activities, Primary Education, Reading Comprehension, *Reading Materials, Resource Materials, Supplementary Reading Materials, *Teaching Guides, Teaching Methods

The teaching guide was prepared by the Portland Public Schools, Area 3, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide follows closely the story lines in the Holt Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

2217 ED 119 916

Scott, Norval C., Comp.

Zip Pak (Boys) for Third Reader Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—68

Note—25p.; To be used in conjunction with RC 009 057 and 058. Prepared by 16 participants of a Zip Pak workshop (1968)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Directed Reading Activity, Learning Activities, Males, *Migrant Education, *Primary Education, *Reading Development, Self Concept, Story Reading, *Student Developed Materials, Vocabulary Development, *Workbooks

Identifiers—*Zip Pak

Aim of the Zip Pak is to improve the migrant child's interest in reading. Behavioral objectives are to have the migrant child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The workbook for boys includes a story about two boys and their model cars and some experiences they had with these models. This story was developed by two boys, one age 12 entering the 5th grade, with a reading level of 2.2, and the other, age 9 entering the fourth grade, with a reading level of 3.2. The story developed over a period of four weeks, using interviews and writing sessions with the boys. Some of the vocabulary words are not third grade level, but these were in the speaking vocabulary of the children. These words are identified and listed in the glossary. The workbook also includes writing exercises, matching activities, sequence exercise, and the pre- and posttest. (NQ)

2218 ED 119 915

Scott, Norval C., Comp.

Zip Pak (Girls) for Third Reader Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—68

Note—26p.; To be used in conjunction with RC 009 057 and 059. Prepared by 16 participants of a Zip Pak Workshop (1968)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Directed Reading Activity, Females, Learning Activities, *Migrant Education, *Primary Education, *Reading Development, Self Concept, Story Reading, *Student Developed Materials, Vocabulary Development, *Workbooks

Identifiers—*Zip Pak

Behavioral objectives of the Zip Pak are to have the migrant child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The workbook for girls consists of an interest survey to help in creating stories related to the child's personal life, a test to indicate in a graphic way the child's feelings concerning special school subjects, and six questions dealing with praising self-praising others and blaming self-blaming others. Two stories developed by two third grade girls about their personal experiences are included. Among the activities are reading comprehension questions, drawing activities, and vocabulary development activities. (NQ)

2219 ED 119 914

Scott, Norval C., Comp.

Zip Pak for Third Reader Level (Teacher's Manual).

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—68

Note—20p.; To be used in conjunction with RC 009 058 and 059. Prepared by 16 participants of a Zip Pak workshop (1968)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Directed Reading Activity, Learning Activities, Lesson Plans, *Migrant Education, *Primary Education, *Reading Development, *Self Concept, Story Reading, *Student Developed Materials, Teaching Guides, Word Lists

Identifiers—*Zip Pak

Aim of the Zip Pak for the third reader level is to improve the migrant child's interest in reading. This Zip Pak consists of special stories for boys using boys' ideas, and stories for girls using their own experiences. Behavioral objectives of the lessons are to have the child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The stories for boys were developed by two boys, aged 9 and 12, over a period of four weeks, using interviews and writing sessions. Two stories about the personal experience of two third grade girls were developed. This teacher's manual consists of two lesson plans for using the stories and directions for administering, scoring, and interpreting the pre- and posttest. (NQ)

2220 ED 119 892

Scott, Norval C., Comp.

Zip Pak for Second Reader Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—68

Note—41p.; Prepared by 16 participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 032

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Reading, Grade 2, Learning Activities, *Migrant Education, Primary Education, Reading, *Teacher Developed Materials, *Vocabulary Development, Word Lists, *Workbooks

Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, *Zip Pak

The student's workbook was developed to give additional aid in reading and vocabulary building to migrant children between the ages of 8 and 12 years old, working at a second grade reading level. Six lessons are given in this student's workbook. Each lesson consists of: words to learn, a story to read, questions to answer, a picture to draw, a story to write, a poem to read, a puzzle to do, and things to make. The students are to talk and write about the things they make. Behavioral objective of these lessons is that the child will improve his word recognition by at least 10%. As a pre- and posttest the child is to prounce each word on the word list clearly. Correct responses given by the student are recorded. This word list is included. (NQ)

2221 ED 119 891

Scott, Norval C., Comp.

Zip Pak for Second Reader Level (Teacher's Manual).

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—68

Note—19p.; Prepared by 16 participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 033

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Reading, Basic Vocabulary, Curriculum Guides, Lesson Plans, *Migrant Education, *Primary Education, Reading, *Teacher Developed Materials, Teaching Guides, *Vocabulary Development, Word Lists

Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, *Zip Pak

Developed for use with migrant children between the ages of 8 and 12 years, working at a second grade level, this Zip Pak was created to give additional aid in reading and vocabulary building. Since the speaking vocabulary of these children tends to be normal while their reading and writing vocabulary tends to be low, an attempt was made to reinforce their reading vocabulary, using words already a part of their speaking vocabulary. The Zip Pak's objective is to improve the child's word recognition by at least 10%. Two types of lessons are provided. The first type provides a student's book, in which all lessons are presented. These lessons consist of such activities as flash cares, reinforcement activities, drawing, writing, poem reading, magic word puzzles, and a crossword puzzle. The second type is located almost entirely in this teacher's manual. These lessons involve following directions, writing about an experience, reading their own sentences, and putting the story in their books. The various parts of these lessons may be used as single lessons or combined to make longer lessons. A word list to be used as pre- and posttest is also included. (NQ)

2222 ED 119 111

Ideas for Reading Learning Centers.

International Reading Association, Newport Beach, Calif. California Reading Association.

Pub Date—73

Note—105p.

Available from—California Reading Association, 3400 Irvine Avenue, Suite 211, Newport Beach, California 92660 ($4.00)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Education, *Learning Activities, Phonetic Analysis, *Reading Centers, *Reading Comprehension, *Reading Games, *Structural Analysis, Study Skills, Vocabulary

This book offers approximately 100 reading activities for use by teachers in the learning center. The activities are divided into such categories as readiness, vocabulary, phonetic analysis, structural analysis, comprehension, creative writing and study skills. Most of the activities describe the objective, materials needed, procedure, directions, and variations of the activity. Included are activities with such objectives as working on word meaning, matching synonyms, practicing word recognition, identifying letters, spelling, recognizing vowel and consonant sounds, learning suffixes and contractions, remembering details, finding main ideas, following directions, organizing a story, and using the telephone directory. (TS)

2223 ED 118 705

Reading: Activities that Work.

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Pub Date—75

Note—97p.; For Mathematics Program in Series, see UD 015 748; For Supplemental Skill Development Program Handbook, see UD 015 749

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Diagnostic Teaching, Elementary Education, Grade 5, Grade 6, *Individualized Instruction, *Learning Activities, Parent Participation, Reading Ability, Reading Comprehension, *Reading Development, Reading Materials, Reading Programs, Reading Skills, Remedial Reading, Skill Development, Study Skills, *Underachievement, Vocabulary

Identifiers—*Supplemental Skill Development Program, Virginia (Richmond)

This demonstration project provides intensive instruction in reading and mathematics to selected fifth graders in the 1974-75 year and for selected fifth and sixth graders in 1975-76, in order to raise the reading and mathematics performance of underachievers to a level commensurate with measured ability. Aimed at the intermediate teacher in Virginia who is participating in the reading element of the program, this document contains reading activities that are the product of a combination of ideas from many school divisions, many classrooms, and teachers who have identified and shared teach-

ing and learning experiences which they consider to be most promising in teaching reading. After briefly addressing program strategies, diagnostic teaching, teaching tips, and learning activities, six major sections focus on word analysis, vocabulary, literal comprehension, interpretative comprehension, critical comprehension, and study skills. The objective that a given activity will accomplish is stated for each category included in the sections. Some school divisions have developed both pre-and post-tests to accompany the entire set of thirty reading objectives. Although specific items matching specific objectives are delineated in the appendices, individual pre-and post-tests are considered to be needed for each objective to be used to test each pupil's existing level of development. (Author/AM)

2224 ED 116 996
Allery, Alan J.
The Indians Speak for Themselves. Literature Booklet. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.
South Dakota State Div. of Elementary and Secondary Education, Pierre.
Spons Agency—Bureau of Postaecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date—75
Note—96p.; For related documents, see SO 008 824-826 and 829; Not available in hard copy due to marginal reproducibility of original document
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*American Indian Culture, *American Indians, Class Activities, Directed Reading Activity, *Ethnic Studies, Guides, Interdisciplinary Approach, Intermediate Grades, Lesson Plans, *Literature, Poetry, Self Concept, Social Studies
Identifiers—*Ethnic Heritage Studies Program
Student activities and a teacher's guide comprise each of the ten lessons of this ethnic studies unit. The unit's goals are to focus on life, ways, and history of the Dakota/Lakota Indian people; include the transition period as well as their past and present; provide activities which are intended to improve the self-concept of students; utilize learn-by-doing activities; provide a variety of activities which will allow students to learn in different ways and at different rates; and provide content and suggested activities for the ethnic-heritage teacher at the intermediate-grade levels. Examples of some lesson titles are Friendship, Courage, Old Age, and Loneliness Dwelt in Our Minds as in the Minds of All People; We Are a nature-Loving People, Or Well-being Depends upon Our Closeness to Our Mother, the Earth; Let Us Tell You How It Was with Us; and Let It Be Known That We Have Just Cause. Activities include selected poetry or prose readings, discussion topics, and exercises. Materials are reproducible as student handouts. (ND)

2225 ED 109 645
Tutor-Trainers' Resource Handbook; Part A.–Reading Directors' Organizational Guidelines, Part B.–Tutor-Trainers' Guidelines, and Part C.–Teacher-Orientation Guidelines.
Office of Education (DHEW), Washington, D.C. Right to Read Program.
Report No.—DHEW-OE-74-00102
Pub Date—74
Note—108p.; See related documents CS 002 045 and CS 002 046
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01334, $1.90)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Educational Resources, Elementary Education, *Guidelines, Instructional Materials, *Program Development, *Reading Instruction, *Tutorial Programs, *Volunteers
Identifiers—Right to Read
The intent of this handbook is to provide guidelines for tutor-trainers, reading directors, and the community coordinators who need help in organizing programs for training reading tutors. The handbook is divided into three parts. "Reading Directors' Organizational Guidelines" is intended to give direction necessary to form the support group for the tutoring program at the community level; "Tutor-Trainers' Guidelines" provides information useful in the development of the training programs for volunteer tutors; "Teacher-Orientation Guidelines" provides a rationale and gives direction necessary for the trainer and community coordinator to orient school staffs to the overall program. This handbook is one of three developed for the Right-to-Read tutor-training program; the others are "Tutoring Resource Handbook for Teachers" (CS 002 045) and "Tutors' Resource Handbook" (CS 002 046). (RB)

2226 ED 109 644
Tutors' Resource Handbook; Assessment Items and Sample Lessons.
Office of Education (DHEW), Washington, D.C. Right to Read Program.
Report No.—DHEW-OE-74-00101
Pub Date—74
Note—121p.; See related documents CS 002 045 and CS 002 047
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01333, $2.15)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Educational Resources, Elementary Education, Evaluation Methods, *Instructional Materials, *Lesson Plans, *Reading Instruction, Reading Skills, *Teaching Guides, *Tutorial Programs, Volunteers
Identifiers—Right to Read
This handbook provides the basic material needed to guide reading tutors in how to teach appropriate reading skills to children, both inside and outside the classroom. It is one of a series of three handbooks developed for the Right-to-Read tutor-training program; the others are the "Tutor-Trainers' Resource Handbook" (CS 002 047) and "Tutoring Resource Handbook for Teachers" (CS 002 045). Following an introduction, the contents include brief discussions of some of the characteristics of children who have problems learning to read, general principles of successful tutoring, the importance of teamwork, tips for tutoring, a breakdown of the major areas of reading skills, and a reading skills checklist. The bulk of the handbook consists of sample reading lessons for use by volunteer tutors. The appendix contains a copy of the Dolch Word List. (RB)

2227 ED 109 643
Tutoring Resource Handbook for Teachers; A Guide for Teachers Who Are Working with Volunteer Reading Tutors.
Office of Education (DHEW), Washington, D.C. Right to Read Program.
Report No.—DHEW-OE-74-00103
Pub Date—74
Note—22p.; See related documents CS 002 046 and CS 002 047
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01332, $0.75)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Resources, Elementary Education, Instructional Materials, Program Development, *Reading Instruction, *Reading Programs, *Teaching Guides, *Tutorial Programs, *Volunteers
Identifiers—Right to Read
Designed for use by teachers participating in the Right-to-Read volunteer tutor-training program and by those who wish to develop and conduct such a program, this handbook is intended to provide a starting point for teachers and trainers of teachers to aid them in developing their own tutoring programs. The handbook provides information on the teacher-tutor relationship including goals of the volunteer tutoring program, training volunteers, planning and implementing the program, and serving in a public relations role. The handbook also covers the role of the teacher as the manager of the program, suggesting instructional materials and telling how to find space for tutoring. The appendixes list reading lessons which tutors are prepared to teach, and contain sample forms for evaluating tutors, lesson plans, pupil background information, and the success of the program. This handbook should be used in conjunction with the "Tutor's Resource Handbook" (CS 002 046) and the "Tutor-Trainers' Resource Handbook" (CS 002 047). (RB)

2228 ED 109 616
Henney, Maribeth
Suggested Activities for Teaching Reading through the Newspaper.
Pub Date—75
Note—13p.; Unpublished study done at the Elementary Education Dept., Iowa State University; Not available in hard copy due to marginal legibility of original document
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, Elementary Education, Language Arts, *Learning Activities, *Newspapers, *Reading, Reading Instruction, Reading Skills, Teaching Methods
The 101 activities using the newspaper for teaching reading listed in this document range from such simple tasks as having children write captions for photos from the newspaper to the more advanced and complicated assignments of learning the use of propaganda devices or the five kinds of news stories. In addition, definitions for newspaper terms and skills which may be taught from the newspaper are included. (JM)

2229 ED 106 781
Ideas for Classroom Reading Activities.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.
Pub Date—[74]
Note—20p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, *Classroom Techniques, Elementary Education, *Reading Development, *Reading Instruction, *Teaching Methods, Vocabulary Development, Word Recognition
This document contains 21 reading activities for students in kindergarten through grade six. A description and procedure are given for each activity, including a list of materials needed. The activities include a variety of word games, multimedia approaches, and creative writing exercises. (LL)

2230 ED 101 304
Wilson, Robert M. Barnes, Marcia M.
Survival Learning Materials.
College Reading Association.
Pub Date—74
Note—52p.
Available from—Strine Publishing Co. P.O. Box 149 York, Pa 17405 ($1.75)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Critical Reading, Elementary Education, *Functional Reading, Reading, Reading Materials, *Reading Skills, *Teaching Methods
This booklet is designed to provide some starter ideas for teachers to use in developing their own packet of learning materials. The procedures suggested and the examples included are literally starters. "Introduction to Survival Learning Materials" presents some procedures to help teachers get started in developing materials. "Following Directions" presents five examples which can be used to assist in developing activities which may help students understand how to follow directions when reading such materials as toothpaste advertisements, directions on how to prepare frozen foods, directions for assembling do-it-yourself kits, and labels on bottles. "Locating References" presents examples that may help students understand how to use a table of contents, the dictionary, and the library as a reference center. "Interpreting Forms" discusses examples to use with students to help them understand how to fill out subscription forms, interpret applications, and gain a knowledge of credit card applications and map reading. "Obtaining Personal Information" presents suggestions for interpreting safety signs, travel brochures, and sales agreements. (WR)

2231 ED 099 825
Keene, Teresa, Comp.
Tips for Tutors: A Manual for Reading Improvement with 1973 Bibliographic Supplement.
Chicago Public Library, Ill.
Pub Date—[71]
Note—34p.
Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Reading, Reading Improvement, *Reading Instruction, Reading Skills, *Teaching Methods, *Tutoring, Volunteers, *Volunteer Training
This manual offers practical help for the nonprofessional volunteer tutor. Part 1, "Diagnostic Techniques for Tutors," allows the tutor to find out what problems interfere with the ability of a given child to read so that the tutor can plan activities which deal with each particular difficulty. Part 2, "Developing Learning Readiness Skills," discusses basic learning readiness skills, developing visual discrimination skills, developing auditory discrimination skills, perceptual training, and mixed media instruction. Part 3, "Improving Reading Skills," deals with introducing new words, spelling games, word meaning, word recognition, word association, word sounds, and materials. Also included is a 1973 bibliographic supplement. (WR)

2232 ED 098 605
Newspaper in the Classroom: Idea Kit for Teachers.
Hawaii Newspaper Agency, Inc., Honolulu.
Pub Date—73
Note—39p.; Some pages have marginal reproducibility
Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P. O. Box 3350, Honolulu, Hawaii 96801 (write for price)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Current Events, Elementary Education, *Instructional Materials, Language Arts, Language Skills, Mathematics, *Newspapers, Reading Instruction, *Teaching Guides, Writing (Composition)
One of a series prepared by the Hawaii Newspaper Agency, this teaching guide suggests ways of using the newspaper in the classroom and serves as an idea kit for introducing elementary school students to the newspaper. The two booklets comprising this kit provide background descriptions of the newspapering process, tips for good writing, suggestions for bulletin boards using the newspaper-in-the-classroom concept, and activities that generally require using the newspaper to teach writing, current events, mathematics, and reading, related language arts activities. (RB)

2233 ED 098 604
Newspaper in the Classroom: Classroom Ideas.
Hawaii Newspaper Agency, Inc., Honolulu.
Pub Date—[73]
Note—24p.; Marginal legibility on some pages
Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Education, *Instructional Materials, *Language Arts, *Newspapers, *Reading Skills, Secondary Education, *Teaching Guides
One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the newspaper as an instructional aid in the classroom. Following a list of do's and don'ts for teachers who plan to introduce the newspaper to students, this booklet contains general ideas on how to teach students in the language arts and how to handle a news story, a picture, an editorial, an airline advertisement, a headline, a comic strip, a grocery advertisement, a coupon advertisement, and a map. Each section of this booklet ends with a number of activities that teachers will find useful. (RB)

2234 ED 098 505
Broman, Harold
Put Some [Spice] in Your Reading.
Bellevue Public Schools, Wash.
Pub Date—72
Note—9p.; Marginal legibility on some pages
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Education, Language Arts, *Learning Activities, *Reading Instruction, *Teaching Methods, *Word Study Skills
Suggestions for enriching reading programs are divided into six categories in this booklet. Part 1, describing syllable work, recommends using syllable strips (rather than ordinary jigsaw puzzles), word groups, and student teams to work with unscrambling syllables. Part 2 suggests an activity for working with double consonant words, for example, listing words with two pairs of double consonants and then experimenting with omissions and additions. The activity may be called: Which one is right? Part 3 suggests building a good collection of word lists, such as finding words that contain words–his, is–and deleting one letter to create a new word. Part 4 recommends the use of syllables in teaching and reviewing phonetic elements. Part 5 offers activities for building vocabularies, and part 6 lists some fun activities for starting each day. (SW)

2235 ED 097 904
Golub, Lester S. And Others
Phonics/ita Handbook for Teachers. Report No. R-63.
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
Pub Date—Oct 74
Note—53p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Computer Assisted Instruction, Elementary School Teachers, *Guides, *Initial Teaching Alphabet, Language Arts, *Phonics, *Reading, Reading Instruction, Writing (Composition), Writing Exercises
A handbook and teachers guide to phonics and the initial teaching alphabet (ITA) is given. The use of phonics to teach reading is described with the appropriate rules and steps. The principals of ITA and several practice lessons on using ITA are supplied. (WH)

2236 ED 094 363
A Bouquet of Reading Activities–Pick an Idea: A Guide for Teachers to Motivate Students Toward Improved Reading, K-12.
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.
Pub Date—73
Note—118p.; Prepared by State Committee for Reading Activities and members of the Oklahoma Reading Council
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Creative Writing, Decoding (Reading), Elementary Education, Phonics, Reading Comprehension, *Reading Games, *Reading Instruction, *Reading Skills, Structural Analysis, Study Skills, *Teaching Methods, Vocabulary Skills, Word Study Skills
A committee of Oklahoma educators prepared this reading activity guide as an aid for elementary school teachers to improve their students' reading skills. Described for each activity are the objective, necessary materials, and the procedure. For many activities, a variation or variations also are suggested. The activities are arranged in the following categories: alphabet, classification, comprehension, creative writing, dictionary skills, helpful hints, phonics, reading skills, structural analysis, study skills, syllabication, vocabulary, word drill, and miscellany. (TO)

2237 ED 094 347
Lloyd, Bruce A.
Picture–Vocabulary–Story, P-V-S: A Guide to the New Reading Process through a Total Language Approach.
Pub Date—72
Note—37p.; Prepared at the Reading Resources Center, Western Michigan University
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, *Language Enrichment, Reading, *Reading Instruction, Reading Materials, Reading Programs, Reading Skills, Secondary Education, *Teaching Methods, *Vocabulary
This pamphlet presents a medium which attempts to capitalize on the major strengths of all reading language approaches by incorporating the three basic teaching methods (auditory-visual-kinesthetic). The Picture-Vocabulary-Story (PVS) medium is designed to provide students with suitable experiences, knowledge of vocabulary, comprehension of what they are doing, and the ability to synthesize. The construction of a lesson includes: (1) selecting a picture that tells a story, (2) identifying a list of words related to the picture, (3) mounting the picture on a piece of cardboard, (4) dividing the back of the picture into equal-size rectangles, (5) printing the vocabulary words in the rectangles, (6) dividing the right side of a file folder into the same number of rectangles as the back of the picture, (7) printing the vocabulary from the back of the picture onto the file folder in the same sequence, and (8) cutting the picture into the same number of rectangles that appear on the back. The pupil then uses the PVS by matching the vocabulary cards by placing them on the file folder, closing the file folder and flipping it over, opening the folder with picture on the left and vocabulary on the right, studying the picture and vocabulary, and writing his own story using the picture and vocabulary words. (WR)

2238 ED 089 272
Monroe, Betty J.
New Orleans Cuisine: "Hamlet" to Bubble Gum.
Pub Date—Nov 73
Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Literature, *Elementary Education, *Paperback Books, Reading Ability, Reading Instruction, Reading Interests, Reading Level, Reading Materials, *Reading Material Selection, Student Motivation, *Teaching Methods
Paperback publications are an ideal way to supplement the adopted textbook series of the New Orleans Public Schools or to provide common reading materials for special courses or for special students in special schools. Though established guidelines are helpful in making decisions about what books should be read by students, there is no system-wide prescriptive graded reading list for teachers to make "safe" selections from. Therefore, the teacher should read widely, in order to make his own booklist, and should guide the student's out-of-class reading experiences according to the student's abilities in reading areas where he will be motivated to read further. A teacher might plan a unit using adolescent literature by giving the students a voice in the planning. For example, the class might come up with a list of adolescent problems. The teacher can then seek titles that provide insights into these problems, seek materials with a variety of reading levels, and seek materials of varying degrees of maturity. Another way to use paperbacks is through minicourse programs. If the student can become "hooked on books" in elementary school, he may have a more successful academic career ahead of him. (HOD)

2239 ED 089 242
Carlson, Ruth Kearney
Questing the "Land of the Taffeta Dawn" through Basal Readers.
Pub Date—May 73
Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (18th, Denver, May 1-4, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basal Reading, Basic Reading, *Creative Dramatics, Elementary Education, *Interpretive Reading, Literary Criticism, Reading, Reading Achievement, *Reading Development, Reading Improvement, *Reading Instruction, *Reading Materials, Teaching Methods
This paper presents some ways of helping young children to extend their imaginative powers through an interpretative recreation of literary selections and some techniques for reading various literary genres imaginatively. Various teachers' guides and manuals that suggest ways to read literature in a critical and imaginative manner are discussed. The materials suggested include: "Teaching the Reading of Fiction"; "Bright Horizons: A Collection, Book 6," which provides the students with samplings from novels and drama; "Bright Horizons: A Collection, Book 4," which includes a variety of books to help pupils note different literary genres; "Windows, Doorways, Bridges," which includes creative playmaking sessions; "Special Happenings, Level 12," "Never Give Up, Level 11," and "Freedom's Ground, Level 14," which includes plays that can serve as models for young playwrights; "Creative Dramatics in the Classroom," which discusses how teachers can develop plays gradually; "Puppetry Today," which includes information on shadow puppets; and "Reading, Self"Directive Dramatization and Self Concept," which presents procedures in self-directive dramatization. (WR)

2240 ED 089 231
Moberg, Verne
A Child's Right to Equal Reading.
National Education Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—73
Contract—OEC-0-72-2507
Note—13p.
Available from—National Education Association (NEA), 1201 16th, N. W., Washington, D.C. 20036 (Stock No. 381-12024, $0.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Books, *Childrens Literature, Elementary Education, Feminism, *Nondiscriminatory Education, *Reading Instruction, Role Perception, *Sex Discrimination, Stereotypes, Student Rights, *Teaching Methods
The purpose of this introductory unit is to examine the patterns of sexual stereotyping in children's books and the ways in which they reinforce inequality, to consider possible benefits and anticipate problems of change, and to examine the possibility of an alternative children's literature supportive of sexual equality in education. The book proposes setting up a workshop and examining educational opportunities for boys and girls; using suggested techniques for analyzing traditional sex-role stereotyping in children's picture books; asking participants to search for examples of roles and images contrary to the usual stereotypes; discussing the fact that more female role models are needed in literature and suggesting possible solutions; discussing stereotypes in the classics and methods of dealing with it; discussing education as the solution to sexual inequality; and de-stereotyping fairy tales that are sexist. The book presents conclusions and techniques used in group discussions on sexual stereotypes. (RB)

2241 ED 087 992
Cramer, Virginia S.
Children and Curriculum.
City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
Pub Date—Oct 73
Note—18p.
Journal Cit—Notes from Workshop Center for Open Education; v2 n3 p4-19 October 1973
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Classroom Techniques, Curriculum Evaluation, Curriculum Problems, *Discovery Learning, Elementary Education, *Grade 2, Mathematics Instruction, *Open Education, Reading Development, *Reading Instruction, Self Directed Classrooms, *Teaching Methods
This article is an account of the author's first year of work in an open concept second grade class. The author's classroom experiences related to discipline, instruction, student teachers, materials, field trips, reading, art projects, and organization of a school store are discussed. Specific books and chapters the author found beneficial for supplying new ideas and solutions to problems are also discussed. (WR)

2242 ED 087 585
Wheelock, Warren H. And Others
Suggested Resource Units in Migrant Child Education.
Arizona State Univ., Tempe. Bureau of Educational Research and Services.
Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
Pub Date—73
Note—92p.; Developed during the Fourth Annual Migrant Teacher Institute, 1973
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—African Culture, Cultural Background, *Curriculum Guides, Educational Media, *Educational Resources, Elementary Education, Fables, Instructional Design, Intermediate Grades, Japanese, Junior High Schools, *Learning Activities, *Migrant Education, Reading Instruction, Sensory Experience, Speech Communication, *Unit Plan
The 6 resource units in the report are offered as instructional aids to teachers who work with migrant children. They are one of the key elements in the 1973 Migrant Teacher Institute's recommendations related to Individualizing Instruction in both reading and oral language. The units are organized for: (1) goals, (2) objectives, (3) motivation, (4) committee and group work, (5) evaluation, and (6) concluding activity. The units are for students from kindergarten through junior high, covering: Self Awareness Through the Five Senses (kindergarten); Fun with Fairy Tales, Arizona Desert Life, and Heritage: An Awareness of Peoples (primary); Japan (intermediate); and Africa, Land of Contrast (junior high). A teacher's guide is also given. (FF)

2243 ED 085 666
Waterman, David C., Ed. Gibbs, Vanita M., Ed.
Oral Language and Reading; Proceedings of the Annual Reading Conference of the Department of Elementary Education at Indiana State University (3rd, Terre Haute, June 14-15, 1973).
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
Pub Date—Nov 73
Note—74p.
Available from—Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($1.00)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Conference Reports, Individualized Reading, Informal Reading Inventories, Language Acquisition, *Language Skills, Reading, Reading Comprehension, *Reading Development, Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Materials, Reading Skills, Remedial Reading, *Speech Communication, Teaching Methods
This pamphlet is a collection of the speeches given at the Third Annual Reading Conference at Indiana State University, Terre Haute. The theme of the conference was "Oral Language and Reading." The contents include: "Official Program"; opening remarks, "They Led and Followed," by William G. McCarthy; opening address, "Strategies for Reading Comprehension," by Dorothy J. Watson; "The Folktale is Alive and Well," by Charles Blaney; "Some Thoughts on Early Language Development" by Diane Brown; "The Play's the Thing" by Eva Chipper; "A Spoonful of Sugar" by Millie Ann Vaughn; "Monitoring Children"s Reading Behavior" by Lucille Guckes; "Individualizing Reading" by Pearl Lee Nester; "The Use of Oral Language by the Diagnostic Teacher" by Lawrence L. Smith; and the closing address, "Pitfalls and Pleasures of Individualizing the Reading Program," by Priscilla Lynch. (WR)

2244 ED 085 658
Becker, George J.
Television and the Classroom Reading Program. Reading Aids Series.
International Reading Association, Newark, Del.
Pub Date—73
Note—32p.
Available from—International Reading Assn., 800 Barksdale Rd., Newark, Del. 19711 ($2.00 nonmember, $1.75 member)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, *Language Arts, Listening Skills, Reading, Reading Achievement, *Reading Improvement, *Reading Skills, Speech Skills, *Teaching Methods, Television, *Television Viewing, Writing Skills
This booklet is intended for classroom teachers who would like to teach reading within the context of television. Most of the activities presented in this booklet pertain directly to reading, but other aspects of a language arts program (listening, speaking, and writing) are also given some attention. The activities are designed to serve as a series of starting points toward improved reading skills. Only the television programs which the child watches at home are dealt with. The contents include: "How to Get Started," which encourages teachers to watch television themselves to determine how various programs could be related to reading instruction, identify those television programs which could be considered of good quality, and survey the students to determine their favorite television programs; and "How to Use Television to Improve Instruction," which presents techniques for using television to improve the student's listening, speaking, reading, and writing skills. (WR)

2245 ED 078 394
Causey, John P. Pfau, Donald W.
Becoming a Reader.
American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.
Pub Date—73
Note—33p.
Available from—E/K/N/E, 1201 16th Street, N.W., Washington, D.C. 20036
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Elementary Education, Language Acquisition, *Language Enrichment, Language Experience Approach, *Reading Instruction, Recreational Reading, *Student Interests, *Teaching Guides
Reflecting an orientation to reading, language development, and students, this guide was drawn together to help give focus and direction to the efforts that are occurring in schools where people are studying the environment in which a child becomes a reader. An overview of the guide centers around the belief that a child will become a reader if he experiences many successes in his encounters with life and language through (1) having numerous life-like experiences that are of personal interest, worth, and meaning; (2) expanding his experiences in some ways that are natural extensions of his curiosity and involvement in the activity; (3) discovering the structure and style of his own language that contributes to the purposefulness, effectiveness, expressiveness, and the beauty of what he says and writes as he communicates with others, and discovering the same things through exposure to the language of many others; (4) gaining an understanding of what others are saying and writing and relating in personal ways to what has been communicated; and (5) acting in appropriate ways upon the ideas that he generates as he interacts with the thoughts of others. (HOD)

2246 ED 075 802
Quinn, Jeanette Carty, Elaine
A Unit of Study for Inner City School Children: A Team Teaching Approach to Teaching Reading Through Literature.
Pub Date—73
Note—75p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Development, Developmental Reading, *Disadvantaged Youth, *Elementary Education, Language Experience Approach, Linguistics, *Literature, Reading, *Reading Instruction, Reading Skills, *Unit Plan
Identifiers—Spring Garden Elementary School PA
The purpose of this study was to develop a reading program that would allow for individual differences and that would attempt to develop in each child a desire to read and to improve his reading ability. Twenty-nine first-grade students and 30 third-grade students who were adjudged to be slow learners were selected from a school located in a deprived urban area. Children's objectives and teachers' objectives were written for the production of a play. A look-say beginning approach was used, involving basic skills from linguistics, language-experience, programed series, words in color, and some elements from the kinesthetic approach. Follow-up activities in different areas of literature were proposed that would allow the students to practice skills acquired during the first six weeks of the unit. The contents of this unit of study include (1) objectives, (2) initiating activities, (3) developmental activities, and (4) culminating activities. (WR)

2247 ED 072 454
Gray, Gordon W. Galloway, Elizabeth B.
Teaching Language Arts Skills to Disadvantaged Children.
Pub Date—[72]
Note—36p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, *Course Objectives, *Disadvantaged Youth, *Elementary Education, *Language Arts, Language Skills, Listening Comprehension, Listening Skills, Literature Appreciation, Reading Comprehension, Reading Skills, Speech Communication, *Teaching Methods, Word Study Skills, Writing (Composition), Writing Skills
After a brief review of some of the literature in the teaching of language arts skills to disadvantaged children, suggestions for classroom activities are offered that lead to the following objectives: (1) Listening Skills–to develop the ability to perceive

words, comprehend oral language, and evaluate information presented; (2) Oral Skills–to develop fluency in oral expression, provide opportunities for oral expression, and develop skills needed in oral speaking; (3) Composition Skills–to develop the ability to express ideas, provide opportunities for written expression, and to develop the skills in written expression; and (4) Reading Skills–to develop basic word recognition skills and skills in reading comprehension, and to develop a love for reading. (HS)

2248 ED 065 879

Collignon, Winifred Shaheen, Melva

English Through Current Literature: English SL.

Dade County Public Schools, Miami, Fla.

Pub Date—71

Note—22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, *English Curriculum, Grade 5, *Language Acquisition, *Reading Instruction, Resource Materials, Skill Development, Teaching, *Teaching Guides, Twentieth Century Literature, Writing Skills

Identifiers—*Quinmester Program

A quinmester course in English for fifth grade students is outlined in this guide. The primary purpose of the course is to develop language through current literature; a secondary purpose is to acquaint the pupils with different forms of current literature. The four areas of the course are Musical Lyrics, Current Articles, Short Stories, and Current Essays. Resources related to Language, Content, Audio Visual aids, and Field Trips are provided for teachers of the course. (DB)

2249 ED 063 605

Carroll, Hazel Horn

How Can Educational Television Be Used Effectively in Improving Reading?

Pub Date—May 72

Note—8p.; Paper presented at Annual Convention of International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Television, *Language Arts, *Reading Instruction, *Teaching Methods

Having screened preview films and tapes and teacher manuals for educational television series available for his students' viewing, the teacher can identify the kinds of reading skills typically emphasized in each, perhaps charting them for ready reference. Subsequently, the preparation the teacher gives students before they view the programs and the activities into which he leads them after the viewing can deepen both enjoyment and learning; but the teacher must be flexible enough to capitalize upon potentially fruitful though unexpected turns in class activity. Such projects as creative dramatization, newspaper analysis, puppetry, and poetry composition have engaged the interest and talents of elementary school children whose class work has been planned in conjunction with educational television programs. (Sources of 8 program series are cited and a chart of reading skills they emphasize is provided.) (RD)

2250 ED 063 597

Dale, Edgar

Vocabulary Development: A Neglected Phase of Reading Instruction.

Pub Date—72

Note—21p.; Paper presented at Annual Convention of International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associative Learning, *Concept Formation, Early Experience, Environmental Influences, *Language Arts, Readability, *Reading Instruction, Teaching Methods, *Vocabulary Development, Word Recognition

In our concern to improve the quality of reading, we have neglected vocabulary development; in our zeal to teach children to pronounce words, we have neglected teaching them word meanings. Vocabulary can be developed by using all the communication processes: reading, writing, speaking, listening, visualizing, and observing; and vocabulary deserves emphasis throughout elementary and secondary grades. Though language inheritance, background, and competencies are outgrowths of out-of-school factors, attempts must be made to compensate for deficiencies of these sorts when encountered. Because children learn words individually and in relation to personal conceptual systems, vocabulary instruction should be viewed as concept building. Thus the generative potential of words, the commonality of roots, prefixes, and suffixes, and the utility of given words in numerous contexts should be emphasized. Finally, a systematic vocabulary development program involves student mastery of the technical terms and concepts needed for instruction in all subjects. (Author/RD)

2251 ED 063 595

Thornton, John T., Jr.

Phasing Reading Development with Child Development: A Plea.

Pub Date—[72]

Note—9p.; Unpublished manuscript

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Child Development, *Individual Differences, *Reading Development, *Reading Instruction, Teacher Responsibility, *Teacher Role, Teaching Methods

Studies of beginning reading sponsored by the U.S. Office of Education indicate that teachers, not methods, account for the major differences in the results of instruction and that reading instruction can be improved via combinations of methods. Consequently, teachers should be free to select materials and methods most appropriate for children for whom they are responsible. In planning instruction so that the child's reading development phases with his over-all development, the teacher should keep several basic considerations in mind: (1) Development and maintenance of a positive self-image are vital to the child's academic growth as well as to his personality development. (2) Children differ in their preferred sensory modes of learning. (3) Programmed materials do not provide opportunities for a child to question, share ideas, react to situations, or test ideas on others. (4) Some research indicates that differences in interest patterns are more important to reading development than those of age, sex, intelligence, or reading achievement. Providing properly for that difference involves both presenting materials which match the child's interests and those capable of broadening and advancing them. (Author/RD)

2252 ED 058 235

Iverson, William J.

The Lively Arts of Language in the Elementary Schools.

Pub Date—71

Note—18p.; A lecture contained in The Discovery of English (Urbana, Illinois: National Council of Teachers of English, 1971), p79-96

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Creative Dramatics, Elementary Education, *Language Arts, Learning Motivation, *Listening Skills, *Reading Skills, *Speech Skills, Story Telling, Teacher Responsibility, Teaching Methods, *Writing Skills

Ways in which schools can develop the lively arts of language–listening, speaking, reading, and writing–through furnishing a learning ecology, is the focus of this paper. The establishment of a learning ecology is described as being based on the primacy of talk. In this context, teachers must personify the ways in which talk joins people. The methods used by teachers in creating common human bonds can include improvised drama, classroom discussion, choral speaking, and telling stories. To teach children how to read literature so as to gain its highest satisfactions, a planned program is said to be of prime importance. The elements of such a program are described, and its advantages enumerated. Listening is said to be a precondition to writing in that it helps the student to know how the words should go. The teacher's approach to teaching the child to write creatively is described. (DB)

2253 ED 053 080

Harrison, Grant Von

Structured Tutoring.

Brigham Young Univ., Provo, Utah. Div. of Instructional Research, Development, and Evaluation.

Report No.—WP-24

Pub Date—6 May 71

Note—17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Students, *Instructional Materials, Mathematics Instruction, *Peer Teaching, Programed Tutoring, Reading Instruction, *Tutoring

Although the structured tutoring model was designed to cope with the unique learning characteristics of low achieving primary grade children who are considered high risks in terms of failure, structured tutoring can be used to teach most objectives not readily attained by students generally, at any grade level. The best tutors for primary grade children are older elementary school students. These students should be closely supervised by an adult with experience in devising diagnostic criterion-referenced pretests, preparing and maintaining record sheets and instructional materials, and selecting and training student tutors. The adult should be someone other than a classroom teacher. As most interested groups do not have the resources or time to meet the stipulations advocated by the author, he has written a series of tutor guides and manuals and developed several complete tutorial systems. The guides and manuals can be used with tutoring programs at almost any level or in any subject area. The complete tutorial systems are designed for programs in which fifth and sixth graders are teaching first and second graders reading or arithmetic. (RT)

2254 ED 052 211

Johnson, Kenneth R.

The Influence of Nonstandard Negro Dialect on Reading Achievement.

Pub Date—Apr 71

Note—8p.

Journal Cit—English Record; v21 n4 p148-155 Apr 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Dialects, *Disadvantaged Youth, Language Patterns, *Nonstandard Dialects, *Phonology, *Reading Instruction, Teaching Methods

The purposes of this paper are: (1) to illustrate the nature of the difficulty when disadvantaged black children are taught reading by conventional methods; (2) to show that the conflict points, specifically, the phonological conflict points, need not be a problem if they are simply disregarded; and (3) to argue that disadvantaged black children who speak nonstandard Negro dialect be taught to read their dialect first (with only grammatical changes made in reading texts to match their nonstandard grammar), and later, after they have attained some facility in standard English, they should be taught to read standard English. Some of the conflict points between nonstandard Negro dialect and standard English are identified, and how these differences conflict during the teaching of reading by conventional methods is shown. (Author/DB)

2255 ED 046 619

Sullivan, Lorraine M.

The Use of Films and Filmstrips in the Teaching of Reading.

Pub Date—Aug 70

Note—11p.; Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, Aug. 7-9, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, *Educational Media, Films, *Filmstrips, *Instructional Films, Instructional Materials, Mass Media, *Reading Instruction, *Student Teacher Relationship

The communication of messages from teacher to student often includes visual representation of the material under study. The place of mass media in the classroom becomes increasingly important as materials are developed and made available. Films and filmstrips of all types can be utilized in many ways, some of which have been the subjects of research studies pointing to their effectiveness. Films of children's books can be used to present stories, to culminate units, or to introduce units. Both films and filmstrips can also be used in a variety of ways to teach skills, to supplement classroom activities, and to motivate reluctant readers. Teachers intending to use films and filmstrips should follow guidelines in selection to assure maximum success. (MS)

2256 ED 038 629

Allen, Virginia F.

Reading the Language of Public Life.

Pub Date—Mar 70

Note—7p.; Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, *Reading Difficulty, *Reading Instruction, Standard Spoken Usage, *Teaching Methods, *Tenl, Writing Exercises, Written Language

In this discussion of the reading problems of American Negro dialect speakers at intermediate grade level, the author uses the term "Public Language," because although it is not ideally satisfactory, it is free from the evaluative connotations of "Standard" English and directs attention away from distinctions of race or social class. Since the "Second Dialect"

student's everyday speech is further removed than other dialects from the language of public life, his reading problems may best be solved by classroom activities that focus his attention on features that characterize the kind of English customarily presented to the public eye. The teacher should ask to what extent the student has (1) grasped the relationship between speech and writing in English, (2) developed decoding skills that enable him to recognize known words when he sees them, (3) adjusted to the many instances of mismatch between sounds and spelling, and (4) learned to compensate for the absence in print of aids to comprehension which are supplied by the voice in speech. Such questions, with answers in terms of classroom activities (illustrated briefly in this paper), deserve special attention when teachers help students read the language of public life. (AMM)

2257 ED 034 571
Van Allen, Roach
Language Experiences Which Promote Reading.
Arizona Univ., Tucson.
Pub Date—29 Sep 69
Note—16p.; Paper presented at the Early Childhood Lecture Series, Eastern Michigan University, Ypsilanti, Michigan, September 29, 1969
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Elementary Education, *Language Experience Approach, Listening, *Reading Instruction, Speech, Teaching Methods, Writing (Composition)

In the language-experience approach to reading instruction, communicative skills are viewed without distinction among listening, speaking, spelling, and writing. The children learn to conceive of expression and reception of expression as natural parts of experience, rather than as separate tasks that occur during a break in regular activity. The skillful language-experience teacher weaves opportunities for communication practice (listening, speaking, writing, reading, and dictating) unobtrusively into the fabric of daily experience. Through this practice, the child comes to feel that he can talk about what he thinks, that he can talk about what he can communicate in other ways, and that he can recall what he or others dictate and what he or others write through reading. The child comes to recognize letters and their function, and learns little by little the details of language use, because he wants to. New skills are put to immediate use and receive immediate positive feedback. Through this method, children not only learn to read better, but they also develop mature concepts about the value and use of reading and other communicative skills. [Not available in hard copy due to marginal legibility of original document]. (MH)

2258 ED 033 020
Ozmon, Howard A., Jr. Johnson, Joseph C., II
Value Implications in Children's Reading Material.
Virginia Univ., Charlottesville.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-8378
Pub Date—Sep 67
Grant—OEG-2-6-668378-0209
Note—84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Basic Reading, *Educational Philosophy, Instructional Materials, Progressive Education, *Reading Materials, Textbook Content, *Values

An investigation was made of the values found in children's basal readers from grades 1 through 3. These values were then each classified by student and professor judges in terms of a particular philosophy of education, either Perennialism, Essentialism, Progressivism, Reconstructionism, or Existentialism. A factor analysis was also undertaken in order to identify specific behavioral modes as indicated by a mathematical grouping of the identified values. Over one-third of the values found in children's readers were classified as Progressive in nature, and approximately one-fourth as Existential in nature. The remaining values were distributed rather evenly among the remaining philosophies of Perennialism, Essentialism, and Reconstructionism. Tables and references are included. (Author/CM)

2259 ED 030 666
Glauz, Marlene
From Thoughts to Words.
National Council of Teachers of English, Champaign, Ill.
Pub Date—65
Note—142p.
Available from—National Council of Teachers of English, 508 So. Sixth Street, Champaign, Ill. 61820 (Stock No. 30406, HC $2.95)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Books, Childrens Literature, *Creative Activities, Descriptive Writing, *Elementary Education, *Language Arts, *Language Skills, Learning Activities, Listening Skills, Poetry, Reading Skills, *Speech Communication, Speech Skills, Vocabulary Development, Word Study Skills, Writing Skills

The activities presented in this book, designed to help children translate their thoughts into spoken and written words, can supplement an elementary teacher's own language arts lessons. Objectives for each activity are listed, with the general focus of the many oral activities being to develop a rich verbal background for future written work. The book is organized into three parts: "Self-Expression," "Word Fun," and "Meet the Authors." The first part includes 16 activities involving listening, talking, and writing skills to help children interpret their feelings about life and the changes in the world around them; references are made to well-known children's books and poems. The 14 activities in part two emphasize the importance of language in conversation, encourage students to increase their vocabularies, and help them to develop an awareness of unusual and descriptive words. Part three (11 lessons) introduces children to some well-known authors through discussing the origins of stories, various versions of the same story, and anecdotes about authors. Authors discussed are Felix Salten, Dr. Seuss, Hans Christian Andersen, Edward Lear, The Brothers Grimm, M. Sasek, Margaret Wise Brown, Beatrix Potter, Joan Walsh Anglund, and Doris Van Liew Foster. (LH)

2260 ED 030 632
Evertts, Eldonna L., Ed.
Dimensions of Dialect.
National Council of Teachers of English, Champaign, Ill.
Pub Date—67
Note—78p.
Available from—National Council of Teachers of English, 508 S. Sixth St., Champaign, Ill. 61820 (Stock No. 24903, HC $1.25)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Black Dialects, Curriculum Development, Dialects, *Disadvantaged, Disadvantaged Youth, Educationally Disadvantaged, Elementary Education, *English Instruction, *Language, *Nonstandard Dialects, Reading Instruction, *Social Dialects, Teacher Education, Teaching Methods

This collection of articles discusses social dialects, the problems that dialects cause the disadvantaged, and how these problems can be overcome in curriculum planning and classroom practice. Articles are (1) "English: New Dimensions and New Demands" by Muriel Crosby, (2) "A Checklist of Significant Features for Discriminating Social Dialects" by Raven I. McDavid, Jr., (3) "Poverty, Early Language Deprivation, and Learning Ability" by F. Elizabeth Metz, (4) "A Head Start in Language" by Rose Mukerji and Helen F. Robison, (5) "Understanding the Language of the Culturally Disadvantaged Child" by Eddie G. Ponder, (6) "Vocabulary Deprivation of the Underprivileged Child" by Edgar Dale, (7) "Dialect Barriers to Reading Comprehension" by Kenneth S. Goodman, (8) "Using Poetry to Help Educationally Deprived Children Learn Inductively" by June Byers, (9) "Talk Written Down" by Lila Sheppard, (10) "Teaching Language and Reading to Disadvantaged Negro Children" by Allison Davis, (11) "Teaching English to Indian Children" by Hildegard Thompson, and (12) "Annotated Bibliography of Books for Elementary Children in English and Foreign Language Editions" by Eldonna L. Evertts. (DL)

2261 ED 020 869
MANNING, JOHN C.
ECLECTIC READING INSTRUCTION FOR PRIMARY GRADE SUCCESS.
Pub Date—APR68
Note—9P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Auditory Perception, *Basic Reading, *Primary Education, Reading Diagnosis, *Reading Instruction, Reading Materials, Reading Readiness, Tactual Perception, Teaching Methods, Visual Perception

ANY ECLECTIC READING PROGRAM MUST BE BASED ON (1) AN UNDERSTANDING OF HOW THE TACTILE, AUDITORY, AND VISUAL SYSTEMS DEVELOP IN EACH CHILD, (2) A KNOWLEDGE OF THE AVAILABLE AND USABLE READING APPROACHES, AND (3) AN ASSESSMENT OF THE COMPONENTS OF EFFECTIVE INSTRUCTIONAL TECHNIQUES. INDIVIDUAL DIAGNOSIS AND TRAINING IS MANDATORY. A VISUAL DISCRIMINATION PROGRAM OF DIFFERENTIATING AMONG LETTER FORMS AND AN AUDITORY DISCRIMINATION PROGRAM STRESSING LETTER NAMES AND SOUNDS CONSTITUTE THE MOST EFFICIENT READING READINESS PROGRAM. A TACTILE LEARNING SYSTEM REFINES AUDITORY DISCRIMINATION SKILLS. THE EFFECTIVE READING TEACHER IS ONE WHO USES DIAGNOSTIC EVIDENCE AS A DEVELOPMENTAL METHOD, INDIVIDUALIZING THE USE OF MATERIALS TO IMPROVE SPECIFIC READING SKILL AREAS. SEVEN MAJOR APPROACHES TO THE TEACHING OF READING ARE LISTED--DEVELOPMENTAL, PHONIC, LINGUISTIC, LANGUAGE EXPERIENCE, ORTHOGRAPHIC STRESS, INDIVIDUALIZED-LIBRARY, AND SPECIAL. THEIR TEACHING SYSTEMS OR PHILOSOPHIES ARE DESCRIBED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (BOSTON, APRIL 24-27, 1968). (BS)

2262 ED 020 092
WERNER, NANCY E. NORRIS, MILDRED W.
ENRICHING READING THROUGH USE OF MEDIA--INTERMEDIATE GRADES.
Pub Date—MAR68
Note—19P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiodisc Recordings, *Audiovisual Instruction, Concept Teaching, Instructional Films, *Language Arts, Overhead Projectors, Pictorial Stimuli, *Reading Instruction, Realia, Tape Recorders

SOME DIRECTIVES FOR THE DEVELOPMENT AND USE OF AUDIOVISUAL INSTRUCTION AS A MEANS OF BUILDING LANGUAGE ARTS EXPERIENCES AND CONCEPTS ARE PRESENTED. THE AIDS WHICH APPEAL TO ALL SENSES, PARTICULARLY SIGHT AND SOUND, ARE DEFINED IN TERMS OF THEIR VALUE AND AVAILABILITY. THE NECESSARY PUPIL TRAINING ROUTINES ARE DISCUSSED IN RELATION TO THE INITIATION OF AN INTENSIVE PROGRAM OF AUDIOVISUAL INSTRUCTION. PLANNED EXPERIENCES IN LISTENING, OBSERVING, AND SPEAKING, WITH EMPHASES ON READING SKILLS, ARE NOTED AS IMPORTANT FACTORS IN DEVELOPING A LANGUAGE ARTS PROGRAM. THE EXPERIENCED CLASSROOM TEACHER IS CONSIDERED THE BASIC INGREDIENT IN SUCCESSFUL AUDIOVISUAL INSTRUCTION AND AN INTEGRAL PART OF THE ENTIRE CURRICULUM. A BIBLIOGRAPHY OF MATERIALS AND BOOKS IS INCLUDED. THIS PROJECT IN CEDAR RAPIDS, IOWA, WAS SUPPORTED THROUGH TITLE III ESEA. (MC)

2263 ED 018 339
JANES, EDITH C.
SELECTED PAPERS--1967, A REPORT OF THE PROCEEDINGS OF THE STATE READING CONFERENCE (3RD, PURDUE UNIVERSITY, APRIL 15, 1967).
Pub Date—15APR67
Note—20P.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Content Area Reading, Critical Reading, Educational Television, *Federal Aid, Learning Problems, *Preschool Education, Reading Games, Reading Instruction, Reading Interests, *Reading Programs, *Reading Skills, Recreational Reading, School Libraries, *Teacher Certification
Identifiers—INDIANA STATE COUNCIL, INTERNATIONAL READING ASSOCIATION
A COLLECTION OF 11 SELECTED SUMMARIES OF PAPERS PRESENTED AT THE THIRD ANNUAL CONFERENCE OF THE INDIANA STATE COUNCIL OF THE INTERNATIONAL READING ASSOCIATION AT PURDUE UNIVERSITY IS PRESENTED. TOPICS VARY - (1) THE NEED TO DEVELOP IN CHILDREN A LOVE FOR BOOKS AND READING, (2) HOW FEDERAL AID HAS ENCOURAGED THE ESTABLISHMENT OF CENTRAL SCHOOL LIBRARIES, (3) THE EFFECTIVENESS OF A PRESCHOOL PROGRAM IN PROVIDING FOR THE DEVELOPMENT OF ORAL LANGUAGE, READING SKILLS, SOCIAL SKILLS, AND A DESIRE TO LEARN, (4) HOW A JUNIOR PRIMARY STEP-UP PROGRAM PREPARES CHILDREN FOR FORMAL FIRST-GRADE WORK, (5) A SUMMER TV READING PROGRAM, (6) THE USE OF APPROPRIATE AUDIOVISUAL MATERIALS ADAPTED TO THE LESSON AND THE LEARNER, (7) SUGGESTED GAMES AND MOTIVATIONAL AIDS IN TEACHING READING, (8) THE USE OF THE NEUROLOGICAL APPROACH IN HELPING CHILDREN WITH LEARNING PROBLEMS THROUGH A PERCEPTUAL-MOTOR PROGRAM, (9) HOW TO HELP STUDENTS READ SCIENCE MATERIALS, AND (10) THE SHORTCOMINGS OF CERTIFICATION REQUIREMENTS AND FALSE IDEAS ABOUT PROFESSIONALISM. ONE ARTICLE RAISES THREE QUESTIONS EDUCATORS SHOULD ASK THEMSELVES WHEN INITIATING A PROGRAM, WHEN GROUPING STUDENTS, AND WHEN TEACHING SPEED READING. (NS)

2264 ED 016 637
KNUDSON, RICHARD L.
A LOOK AT BOOK REPORTS.
Maine State Dept. of Education, Augusta.
Pub Date—FEB67
Note—17P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Preparation, Elementary Education, *English Instruction, Literature Appreciation, Novels, Reading Assignments, Reading Interests, *Reading Programs, Secondary Education, Slow Learners, *Student Motivation, Teacher Influence, *Teaching Methods
BOOK REPORT ASSIGNMENTS SHOULD BE PART OF A CAREFULLY PLANNED READING PROGRAM TO MOTIVATE STUDENT INTEREST IN LITERATURE. GOOD READING PROGRAMS CAN BE CREATED BY-(1) ASSESSING STUDENT NEEDS, INTERESTS, AND REGIONAL BACKGROUND, (2) APPRAISING THE INDIVIDUAL STUDENT'S READING ABILITY AND THE AMOUNT OF OUTSIDE READING REQUIRED IN OTHER COURSES, (3) PLANNING A SEQUENTIAL READING PROGRAM WHICH MOVES FROM UNSOPHISTICATED QUESTIONS TO MORE COMPLEX LITERARY PROBLEMS, (4) SPENDING CLASS TIME IN READING AND DISCUSSING ASSIGNED BOOKS, (5) PHRASING THOUGHT-PROVOKING QUESTIONS TAILORED TO THE REQUIREMENTS OF EACH BOOK, (6) ESTABLISHING A CLASSROOM PAPERBACK LIBRARY, (7) CREATING A SUMMER READING PROGRAM, (8) ASSIGNING TO SLOW LEARNERS BOOKS WHICH MOTIVATE THEM TO WANT TO READ, REQUIRING WRITTEN REPORTS OF ONLY A PARAGRAPH IN LENGTH, (9) ENCOURAGING ELEMENTARY STUDENTS TO "SHARE" BOOKS ALOUD RATHER THAN TO WRITE REPORTS, A PRACTICE WHICH OFTEN STIFLES THE INTEREST GENERATED BY THE BOOKS. IN ADDITION, THE TEACHER'S OWN READING, KNOWLEDGE, ENTHUSIASM, AND IMAGINATION IN TALKING ABOUT BOOKS WILL PROVE CONTAGIOUS. (APPENDICES INCLUDE SAMPLE APPROACHES TO BOOK REPORTS, THEMES FOR GROUPING LITERATURE, AND A DISCUSSION OF THE BOOK REPORT IN MODERN FOREIGN LANGUAGE, SOCIAL STUDIES, AND SCIENCE PROGRAMS.) (JB)

2265 ED 001 803
DEVELOPMENT OF READING MATERIALS AND READING SKILLS IN TARGET AREA ELEMENTARY SCHOOLS.
Minneapolis Public Schools, Minn.
Pub Date—APR64
Note—8P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Culture Lag, *Curriculum Development, *Disadvantaged, Elementary Schools, Instructional Materials, Middle Class Standards, *Reading Materials, *Reading Skills, *Slum Schools, Urban Areas
Identifiers—Minnesota (Minneapolis)
THE MIDDLE-CLASS ORIENTATION OF INSTRUCTIONAL MATERIALS BEING USED FOR CULTURALLY DEPRIVED CHILDREN IN TARGET AREA ELEMENTARY SCHOOLS CAUSED THE MATERIALS TO HAVE LIMITED MEANING FOR THE CHILDREN. TEACHERS WANTED TWO BASIC CHANGES IN READING MATERIAL. FIRST, ILLUSTRATIONS USED IN THE READING MATERIALS SHOULD BE RELEVANT TO THE CHILDREN'S EXPERIENCES. SECOND, SCHOOL EXPERIENCES SHOULD BE ENRICHED SO THAT THE BEGINNING READERS COULD MOVE FROM AN UNDERSTANDING OF THE ILLUSTRATIONS (SYMBOLS OF LIFE AS THEY KNOW IT) TO AN UNDERSTANDING OF LIFE IN A MIDDLE-CLASS SOCIETY. ACCORDINGLY, THE NEW READING MATERIALS WILL DEAL WITH EXPERIENCES OF CULTURALLY DEPRIVED FAMILIES. A READING RESOURCE TEACHER WILL BE AVAILABLE TO AID CLASSROOM TEACHERS IN WORKING WITH STUDENTS TO IMPROVE THEIR READING SKILLS. ENRICHMENT EXPERIENCES WILL INCLUDE FIELD TRIPS AND MORE EXTENSIVE USE OF AUDIO-VISUAL MATERIALS.

2266 ED 001 354
CHORAL READING IN THE CLASSROOM (ELEMENTARY).
Portland Public Schools, Oreg.
Report No.—LA-17
Note—5P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Group Reading, *Poetry, *Primary Education, Reading Skills, *Teaching Methods
Identifiers—OREGON, PORTLAND
THE PURPOSES OF THE PROGRAM ARE TO DEVELOP ENJOYMENT IN READING POETRY, TO EXTEND THE ABILITY TO UNDERSTAND AND INTERPRET ITS MEANING, TO REFLECT FEELING AND INTERPRETATION THROUGH VOICE INFLECTION, AND TO DEVELOP A FEELING OF GROUP UNITY IN A COMMON ENTERPRISE. ARRANGEMENTS FOR INFORMAL CLASS WORK INCLUDE UNISON, ANTIPHONAL AND A SOLO AND REFRAIN. SELECTIONS ARE SUGGESTED FOR USE WITH EACH METHOD. BEFORE POEMS ARE READ ALOUD, STUDENTS SHOULD READ EACH SELECTION CAREFULLY, NOTE THE TEMPO AND TONES CALLED FOR AND MARK THE LINES OF THE POEM TO INDICATED WHO IS TO READ.

ELEMENTARY/ SECONDARY

2300 ED 181 430
Joag-dev, Chitra Steffensen, Margaret S.
Studies of the Bicultural Reader: Implications for Teachers and Librarians. Reading Education Report No. 12.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 80
Contract—400-76-0116
Note—28p.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Biculturalism, Cultural Awareness, *Cultural Influences, Culture Conflict, Discourse Analysis, *Multicultural Education, *Reading Comprehension, Reading Instruction, *Reading Research
Identifiers—*Center for the Study of Reading IL
The research studies reviewed in this report show that bicultural readers comprehend and remember materials that deal with their own culture better than materials that deal with an unfamiliar culture. Studies indicating that culturally specific story structures affect reading comprehension are also described. A number of reasons given for not using culturally-relevant materials for readers from a foreign or minority culture are also considered. (MKM)

2301 ED 179 969
Smelstor, Marjorie, Ed.
A Guide to the Relationship between Reading and Writing.
Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date—79
Note—51p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bibliographies, Elementary Secondary Education, *Language Arts, *Lesson Plans, *Reading Instruction, *Reading Skills, Resource Materials, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Skills
Identifiers—Wisconsin Writing Project
One of a series of teaching guides produced by the Wisconsin Writing Project, this booklet focuses on suggestions for teaching reading and writing in elementary, middle, and high school language arts classrooms. The first section offers 16 reading/writing activities, a list of topics for language experience stories, and an annotated list of wordless picture books to use at the elementary level. The second section offers 12 lesson plans to use in teaching reading skills (critical reading, vocabulary growth, paraphrasing, and summarizing) and literature appreciation (persuasion, foreshadowing, expository writing, and creative writing) in the middle school language arts classroom. The third section offers to high school English teachers a list of nine teaching objectives and five lesson plans (on biographies-/autobiographies, drama, novels, articles/essays, and poetry) presented in chart form. A lesson on simple bookmaking is also included. (AEA)

2302 ED 177 470
Anderson, Richard C. Freebody, Peter
Vocabulary Knowledge and Reading. Reading Education Report No. 11.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 79
Contract—400-76-0116
Note—52p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Intelligence, *Reading Comprehension, *Reading Processes, *Reading Research, *Vocabulary, *Vocabulary Development
Identifiers—*Center for the Study of Reading IL
This report summarizes information presented in a technical report concerning the role of vocabulary knowledge in reading comprehension and is designed to be read by educators not directly involved in research themselves. It states that while an assessment of the number of meanings a reader knows enables a remarkably accurate prediction of an individual's ability to comprehend discourse, the reasons why word knowledge correlates with comprehension cannot be determined satisfactorily without improved methods of estimating the size of people's vocabularies. It suggests that improved assessment methods depend upon thoughtful answers to questions concerning what a word is, what it means to know the meaning of a word, and the most efficient way of estimating vocabulary size from an individual's performance on a sample of words. (MKM)

2303 ED 176 306
Halliday, Mina Gail Rang, Jack C.
Oral Interpretation and the Teaching of Language Arts.
Illinois State Office of Education, Springfield.
Pub Date—78
Note—63p.; Language Arts Monograph; Not available in paper copy due to marginal legibility of original document
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Secondary Education, *Interpretive Reading, *Language Arts, *Literature, Minority Groups, Poetry, Prose, Reading Skills, Speech Communication, Teaching Guides, *Teaching Methods
This monograph contains a series of discussions about the ways in which oral interpretation specialists view literature in its various genres and suggestions for oral interpretation techniques that might be applicable to literature instruction. The eight articles address the following specific topics: the fabric of literature, sensory approaches to the teaching of literature, teaching oral interpretation through choral speaking, plays and oral interpretation, the presence of the narrator in prose fiction, the interpreter's approach to poetry, actional procedures in teaching Afro-American literature, and the presence of literature. The monograph also includes lists of selected resources, professional organizations, and workshops and festivals, as well as a description of a videotape series designed to accompany the first article. (FL)

2304 ED 173 772
Shapiro, Jon E., Ed.
Using Literature & Poetry Affectively.
International Reading Association, Newark, Del.
Pub Date—79
Note—126p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 489, $3.50 member, $5.00 nonmember)
Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Affective Behavior, Behavior Patterns, Childrens Literature, Elementary Secondary Education, Literary Discrimination, *Literature, *Poetry, Reading Comprehension, Reading Interests, Reading Skills, *Student Attitudes, *Teaching Methods
The purpose of this publication is to present methods designed to develop a greater awareness of the affective domain and to examine the way children's literature and poetry is used at school and at home. The 12 articles provide information about the following topics: developing an awareness of attitudes, examining approach-avoidance behaviors in reading, why teenagers do not read, the achievement of literacy through literature, children's reading interests, what constitutes appropriate literature for youth, fanciful literature, reading as an activity and as a theme in children's literature, the use of poetry with children, poetry and career education, and a strategy for improving teenagers' understanding and appreciation of poetry. (FL)

2305 ED 163 493
Schultheis, Miriam, Comp. Pavlik, Robert, Comp.
Classroom Teachers' Manual for Bibliotherapy.
Institute for the Study of Bibliotherapy, Inc., Fort Wayne, Ind.
Pub Date—77
Note—95p.
Available from—Benet Learning Center, 724 West 4th Street, Fort Wayne, Indiana 46808 ($4.15 plus $0.60 handling)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescent Literature, *Audiovisual Aids, *Bibliographies, *Bibliotherapy, *Books, *Childrens Literature, Elementary Secondary Education, *English Instruction, Guidelines, Individual Development, Learning Activities, *Literature Appreciation, Questioning Techniques, Student Interests, Student Needs, Teaching Methods
A practical approach to using bibliotherapy in the classroom is presented in this manual. Among the materials included are discussions of definitions and dynamics of bibliotherapy, qualifications of a bibliotherapist, objectives and benefits of bibliotherapy, values of individual and group bibliotherapy, and basic human needs; suggestions for activities to aid in determining student needs and interests; a proposed procedure and a plan sheet for bibliotherapy; suggestions for using questioning techniques in class discussions, rewriting reading materials to lower their readability level, and excerpting materials; and descriptions of follow-up activities. The manual also provides lists of children's books that deal with physical appearance, emotions and character traits, family relationships, and socioeconomic problems; lists of audiovisual materials that can help develop conceptual understandings, positive attitudes, and communicative skills; and bibliographies of relevant readings. An appendix presents sample lessons and questions to help students learn about themselves. (GW)

2306 ED 150 560
Vaupel, Carol And Others
Using Folklore in Teaching Reading.
Pub Date—Mar 77
Note—19p.; Paper presented at the Annual Meeting of the Illinois Reading Council of the International Reading Association (9th, Charleston, Illinois, March 11-12, 1977); See related document CS 003 925
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dialects, Elementary Secondary Education, *Folk Culture, Language Arts, *Learning Activities, Literature Appreciation, Oral History, *Reading Instruction, *Reading Materials, *Recreational Reading
Using folklore as educational material helps students to understand and appreciate their society and themselves, while developing their reading interests. This paper suggests ways in which folklore can be used in independent teaching units, as supportive material for motivation, and as recreational material in reading/language arts classes. The suggested learning activities include discussing what folklore is and what students remember from their childhood experiences; presenting selected readings in folklore under a specific topic, such as how traditional beliefs and superstitions have affected people throughout history; studying folk songs; having students write their own folk songs or folklore; and having students discuss local history with senior citizens and community service people. Guidelines for preliminary preparation in folklore studies, a sample worksheet that elicits students' childhood experiences, a bibliography, and a listing of related documents from the ERIC system are attached. (RL)

2307 ED 145 439
Jeffer, Marsha
Using Film to Teach Language & Literature; A Teacher's Handbook.
Pub Date—76
Note—33p.
Available from—Pyramid Films, Box 1048, Santa Monica, California 90406 (Free of charge)
Pub Type— Guides - General (050)
Document Not Available from EDRS.
Descriptors—Bibliographies, Elementary Secondary Education, *English Instruction, *Filmographies, Films, *Film Study, Higher Education, *Language Skills, *Literature Appreciation, Reading Skills, *Visual Literacy, Writing Skills
This publication describes numerous films and shows how they can be used to teach verbal and visual skills. Separate sections examine the use of films in teaching reading and composition skills, literature appreciation, and visual literacy. An alphabetical index of films cited gives information for each film regarding year of release, length, whether the film is in color, and purchase and rental price. A selected bibliography of works on film and on teaching methods and a form for ordering the films

cited are included. Photographs of scenes from many of the films are used throughout the publication. (GW)

2308 ED 144 105
Clapp, Ouida And Others
Teaching the Basics–Really! Classroom Practices in Teaching English, 1977-1978.
National Council of Teachers of English, Urbana, Ill.
Pub Date—77
Note—158p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06870, $3.95 member, $4.75 non-member)
Pub Type— Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Basic Skills, Creative Thinking, Elementary Secondary Education, *English Instruction, Group Discussion, Higher Education, Language Arts, Listening Skills, *Literature Appreciation, *Reading Instruction, Reading Skills, *Teaching Methods, *Writing Skills
The 32 articles in this book, contributed by teachers from all educational levels, offer practical suggestions for teaching basic language skills. The articles are grouped into six sections: (1) classroom ideas for strengthening reading skills of elementary, secondary, and college students; (2) methods for introducing basic composition skills such as the analysis, summary, evaluation, outlining, and documentation of ideas; (3) techniques for teaching two essential but often overlooked steps in writing; (4) approaches for dealing with some of the finer points of punctuation, spelling, and grammar (specifically, sentence combining and sentence modeling); (5) exercises to teach elementary students how to listen, to encourage divergent thinking in secondary students, and to teach discussion skills; and (6) methods for sharpening students' skills in criticism and for promoting appreciation of literature and film. (GW)

2309 ED 144 070
An Ideabook for Newspaper-Related Materials.
Minnesota Univ. Technical Coll., Crookston.
Pub Date—77
Note—35p.; Activities prepared at University of Minnesota, at Crookston Reading Center
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *English Instruction, Individual Instruction, *Instructional Materials, *Journalism, *Language Arts, *Learning Activities, *Newspapers, Reading Skills, Study Skills, Teaching Methods, Vocabulary Development, Writing Skills
This publication describes classroom activities that teach language arts skills through the use of newspapers and magazines. The activities, which include activities for individuals and for groups, involve students in reading and learning about numerous items in the newspaper, including comics, advertisements, editorials, news stories, and featured recipes. The activities are organized according to the following skills, which they are designed to teach: reading comprehension (main idea, sequence, locating information, critical reading, and comprehension at all levels); skimming and scanning; vocabulary development; study skills; and writing skills. The publication also lists sources of newspaper-related instructional materials and provides a brief bibliography of books and articles that deal with using the newspaper in the classroom. A glossary of newspaper terminology is included. (GW)

2310 ED 144 013
Earle, Richard A., Ed.
Classroom Practice in Reading.
International Reading Association, Newark, Del.
Pub Date—77
Note—126p.; Best copy available
Available from—International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Order No. 482, $3.00 member, $4.00 non-member)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Affective Objectives, *Classroom Techniques, Cognitive Style, *Diagnostic Teaching, Educational Objectives, Elementary Secondary Education, *Evaluation, Informal Assessment, *Instructional Materials, *Reading Instruction, *Teaching Methods
Each of the five sections in this book deals with one of the five major components in a diagnostic/-prescriptive model of classroom reading instruction: instructional purpose, evaluation, materials, methods, and classroom management. Articles in the "Instructional Purpose" section discuss the affective component of instruction and the relationship between cognitive style and reading. The "Evaluation" section includes articles on the reading teacher as diagnostician and on informal diagnosis. The "Materials" section suggests ways of using four types of instructional materials: word lists, process and reinforcement games, classroom publications, and literature that facilitates students' value development. The fourth section, "Methods," provides information on the natural cluster method, action-oriented strategies that emphasize rapid information processing, affective strategies at the secondary level, and language research by children. The final section, "Management," discusses a continuous progress management system, management systems in open classrooms, and learning stations in the reading class. Each section lists and annotates additional sources for further information. (GW)

2311 ED 132 607
Clapp, Ouida, Comp. And Others
Responses to Sexism; Classroom Practices in Teaching English, 1976-1977.
National Council of Teachers of English, Urbana, Ill.
Pub Date—76
Note—158p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Order No. 06862, $4.50 member, $4.95 non-member)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Bibliographies, Elementary Secondary Education, *English Instruction, *Language Arts, Learning Activities, Literature, Reading Skills, *Sex Discrimination, Sex Stereotypes, *Teaching Methods, Values, Writing Skills
The articles in this issue of "Classroom Practices" were contributed by authors who believe that schools can and should play an important role in removing sexism from life in America. The book is divided into four thematic sections–developing awareness, seeking insights, units on sexism, and theory and resources–which present ideas and lessons adaptable for a variety of classrooms and instructional levels. While specific skill objectives are included for reading, writing, and language, the book is also intended to provide breadth through interdisciplinary study, to free students so that they can make viable choices, to stimulate new perceptions and thoughts, and to help bring students awareness of their values and attitudes. (JM)

2312 ED 128 764
Deffenbaugh, Sue A.
Commercially-Produced Skills Management Systems Based on the Diagnostic-Prescriptive Model; Modular Sequence: Diagnostic-Prescriptive Teaching of Reading.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Pub Date—[76]
Note—14p.; Teacher Corps Cycle X Project
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Diagnostic Teaching, *Educational Media, Elementary Secondary Education, Evaluation, *Instructional Materials, *Reading Instruction, Reading Materials, *Reading Skills, *Systems Approach, Teacher Education
This learning guide helps teachers to understand the typical steps used in the construction of commercially produced, educational skills-management systems; to describe a representative set of such materials in the field of reading (the Wisconsin Design for Reading, the SRA "Diagnosis: An Instructional Aid," the Croft Word Attack and Comprehension System, the SARI kit, and Power Reading); and to discuss the advantages and disadvantages of commercially produced diagnostic-prescriptive materials. (KS)

2313 ED 127 353
SPPED Cloze Training Manual. Form 082.
New York State Education Dept., Albany. Div. of Evaluation.; New York State Education Dept., Albany. Div. of Research.
Note—160p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Answer Keys, *Cloze Procedure, Elementary Secondary Education, *Instructional Materials, *Lesson Plans, *Multiple Choice Tests, Reading Instruction, *Reading Tests, Test Construction, *Test Wiseness, Worksheets
In order to permit teachers to tailor their instruction in the introduction of the SPPED Multiple Choice Cloze to their students, this training manual provides a package of lesson plans and materials developed by the System for Pupil and Program Evaluation and Development (SPPED). The materials include Student Guides for grade 1, grades 2-3, grades 4-6, and grades 7-12. The guides for each grade span contain exercises of increasing complexity that lead step by step to the kinds of passages and items students will encounter on a SPPED Multiple Choice Cloze Test. There are also Additional Cloze Training Passages that can be combined with the Student Guides and duplicated as lesson booklets for students. (BW)

2314 ED 120 155
Innovations in Teaching 1969-70. Thirteen Projects of the Hilroy Fellowship Program.
Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date—[70]
Note—82p.; One abstract in French; For related documents, see SP 009 929-934
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Audiovisual Aids, *Disadvantaged Youth, *Discussion (Teaching Technique), *Field Trips, Film Production, *Individualized Instruction, *Instructional Innovation, Language Arts, Reading Instruction, Student Improvement
Identifiers—*Canada
This document contains descriptions of 13 projects undertaker through the Hilroy Fellowship Program in Canada in 1969-70. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. Each project description contains the following information: (1) the name and address of the teacher; (2) the name and address of the school; (3) a review of the project including the title, purpose, age, and significant characteristics of the pupils, procedures followed, modifications, source or resource materials, and evaluation procedures used; and (4) general comments about the project. Many of the projects have in common an emphasis on individualized learning, field trips, student-initiated work and discussion, and the provision of enriching experiences for disadvantaged students. The projects deal with some of the following areas: pollution and conservation, language development in a culturally deprived area, science education, Canadian history, film,and drama. (CD)

2315 ED 099 784
California Right to Read Definitions of Terms.
California State Dept. of Education, Sacramento. Right to Read Unit.
Pub Date—74
Note—10p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Paraprofessional School Personnel, Professional Personnel, Reading, Reading Improvement, *Reading Instruction, *Reading Programs, School Organization, Teaching Methods
Identifiers—California, *Right to Read
The definitions in this document are organized in four sections in order to facilitate their use with the Program Planning Manual and Needs Assessment Tables. "Teacher/Student Organization" defines the classroom teacher, reading teacher, team of teachers, aide (working for salary), volunteer aide, cross-age teaching, peer tutoring, content area teachers, and differentiated staffing. "Basic Approaches" defines the basal reader, meaning emphasis, code emphasis, linguistic approach, modified alphabet, responsive environment, programed learning, individualized reading, language experience, eclectic/skills sequence approach, and reading in the content areas. "Instructional Techniques" defines machine based reading, other programed instruction (materials other than those used with computer based machinery), dramatization, instructional television, interactive media, discussion group, demonstration performance, lecture, contracts, supplementary materials, and learning materials. "Definition of Other Terms in the Manual" defines adaptability, other directed staff development,

school directed staff development, single-teacher-multi-subjects, staff development materials/services, and startup costs. (WR)

2316 ED 098 596
How to Read Your Newspaper.
Hawaii Newspaper Agency, Inc., Honolulu.
Pub Date—[73]
Note—40p.
Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Class Activities, Content Analysis, Elementary Secondary Education, Instructional Materials, Language Acquisition, Language Arts, *Newspapers, *Reading Skills, *Teaching Guides
One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on how to teach students to read the newspaper. The booklet presents a rationale for teaching students to read the newspaper, stresses the importance of creating the right classroom environment for teaching students to read the newspaper, defines what is news and what a newspaper should accomplish, discusses the kinds of information that different audiences seek from a newspaper, explains what goes into the different sections of the newspaper, points out the difference between news and editorial comment, details the different kinds of writing found in newspapers, and explains the different types of advertising. (RB)

2317 ED 098 580
Golub, Lester S.
A Development Cycle for a Competency Based English Curriculum, Grades K-12.
Pub Date—74
Note—11p.; Unpublished study done at Pennsylvania State University
Pub Type— Miscellaneous (999)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competency Based Education, *Curriculum Development, Elementary Secondary Education, *English Curriculum, Film Study, Language Arts, Listening, Literature, Reading Instruction, Speech Communication, Writing (Composition)
The components of a competency-based English curriculum, grades K-12, are described, taking into account competencies at various levels rather than grades. The content areas at each level include listening, speaking, reading, writing, language, literature, and media. An explanation is provided at each stage of development for: needs assessment; selection and description of concepts and skills; development of concept and skill objectives; development of test items for concept and skill objectives; development of materials and activities for teaching objectives; development of individualized, learning activity packets which include objectives, a pretest, learning activities for each objective, and a posttest; formative evaluation and revision of learning activity packets for maximum student attainment of objectives; and development of the sequence and scope of the curriculum at each of the levels. (HOD)

2319 ED 089 280
"Visit to a Small Planet": Junior High English.
South Bend Community School Corp., Ind.
Pub Date—70
Note—79p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Critical Reading, *Drama, *English Instruction, Junior High Schools, Language Skills, Language Usage, *Literary Criticism, Literary Devices, *Science Fiction, Secondary Education, *Teaching Guides, Writing (Composition)
Identifiers—Vidal (Gore), *Visit to a Small Planet
This junior high school study guide supplements Gore Vidal's "Visit to a Small Planet." Included are quizzes (with answer keys) and teaching suggestions on the presentation of the opus, oral reports, reading comprehension, various acts of the play, vocabulary and word analysis, sentence patterns and tranformations, language usage, composition, allusion, theme, and character analysis. Also provided are a pre- and post-test with answer keys. The guide is designed to provide students with an understanding of science fiction and drama, to enable students to recognize science fiction and drama conventions, and to enable students to read or view science fiction and drama critically. (HOD)

2320 ED 085 708
Berger, Allen, Ed. Smith, Blanche Hope, Ed.
Language Activities: Classroom Practices in Teaching English 1973-1974; Eleventh Report of the Committee on Classroom Practices.
National Council of Teachers of English, Urbana, Ill.
Pub Date—73
Note—102p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00885, $1.95 non-member, $1.75 member)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Choral Speaking, Creative Writing, Critical Reading, *English Instruction, Films, Folk Culture, Integrated Curriculum, Interviews, *Language Acquisition, *Language Arts, *Language Enrichment, Listening, Literature, Poetry, Reading Instruction, Reading Skills, Speech Communication, *Teaching Methods, Vocabulary Development, Writing (Composition)
This book contains over fifty ideas and activities related to language development at all educational levels. Suggestions are provided for teaching composition, critical reading of newspapers and magazines, folklore, creative writing, vocabulary development, poetry, epics and films, interviewing techniques, metaphors, choral speaking, silent films, English in a multi-racial context, and other language arts. (WR)

2321 ED 085 687
Iverson, William J. And Others
Development of Lifetime Reading Habits.
International Reading Association, Newark, Del.
Pub Date—68
Note—85p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Del. 19711 (Order No. 703, $2.50 non-member, $2.25 members)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adults, College Students, Content Area Reading, *Creative Reading, *Critical Reading, Elementary Education, Literary Genres, *Reading Habits, Reading Improvement, *Reading Interests, Reading Materials, *Reading Skills, Secondary Education, Teaching Methods
This bulletin describes the nature and development of reading habits at elementary, secondary, college, and adult levels and offers suggestions for improvement. An appreciation of literary forms, taught in precise vocabulary, should be included in elementary instruction. The teaching of reading skills should be continued and developed in intermediate grades. Content area teachers in the secondary schools can most effectively teach such reading skills as vocabulary, rate adjustment, skimming, browsing, and the "skills of involvement." Critical and creative reading should be developed as separate functions at the secondary level. The reading habits of college students can be improved through the development of critical reading, reading flexibility, and context vocabulary. There is a trend toward lessening interest in reading through adulthood. Catalogs of children's books are listed. Sample topics of interest to a group of fourth graders are accompanied by suggested titles and a bibliography of children's books. Two appendixes of ideas, appropriate for primary and intermediate grade students, for developing lifetime reading habits are verbatim reports by elementary teachers. (This document previously announced as ED 023 560.) (CM)

2322 ED 083 547
Motivating Interest in Reading.
International Reading Association. Utah Council.
Pub Date—Mar 71
Note—71p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, Junior High School Students, *Motivation, Parent Participation, Reading, Reading Centers, *Reading Development, *Reading Instruction, *Reading Interests, Reading Materials, *Reading Skills, Recreational Reading, Teaching Methods, Vocabulary
This yearbook is a collection of articles on the topic of motivating interest in reading. The articles are: "An Introduction to Recreational Reading in the Classroom" by Floyd Sucher, which discusses objectives, materials, setting, scheduling, and sharing activities; "New Words and New Meaning for Old Words" by Vermont Harward, Dan Bird, and Edith Stimpson, which looks at activities related to understanding word meanings; "Effective Classroom Reading Centers" by Ruel Allred and Floyd Sucher, which discusses the rationale, practical suggestions for developing reading centers, types of classroom reading centers that are possible, and use of a reading center; "Techniques for Implementing Recreational Reading Programs" by Della McClellan and Ruel Allred, which provides 20 techniques for motivating children to reading; "Helping Children Develop Interest in Reading," which lists 38 suggestions and experiences adapted to various ages and grade levels for parents to use with their children; "Steps to Interest and Motivate the Reluctant Junior High Student in Reading" by Deon Stevens, which identifies characteristics of the unmotivated reader; and "Parent Involvement in Teaching Reading to Junior High Students with Reading Problems," which looks at the initiation of a reading program using parents to motivate their children to read. (WR)

2323 ED 080 469
Meier, Deborah
Reading Failure and the Tests. An Occasional Paper of the Workshop Center for Open Education.
City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Feb 73
Note—44p.
Available from—Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave. and 140th St., New York, New York 10031 ($.75)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Individualized Reading, Reading Development, *Reading Diagnosis, *Reading Difficulty, Reading Programs, Reading Tests, *Teaching Methods, *Test Bias
This paper, from the Workshop Center for Open Education, deals with the problems of recognizing and dealing effectively with reading difficulties. The introductory sections explain the problems of identifying the poor reader and define the concept of reading. The next section investigates the following biases that are prevalent in reading tests: language dialect, class bias, conformity bias, early reading bias, speed bias, emotional bias, and teacher strategy bias. Following this section, the paper discusses the inequalities in the scoring system of standardized reading tests. Some alternatives that the paper recommends are a) a more individualized assessment of reading difficulties, b) a more limited and careful use of reading tests, and c) an understanding of the reader's motivation. Twenty-six references and a 13-item bibliography are included. (BRB)

2324 ED 076 997
Classroom Practices in Teaching English, 1969-1970. Focus: Minorities: Communicating the Dream's Responsibility.
National Council of Teachers of English, Champaign, Ill.
Pub Date—69
Note—64p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00849, $1.25 non-member, $1.10 member)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Achievement, Black Culture, *Black Studies, Classroom Communication, *Communication (Thought Transfer), Disadvantaged Youth, Drama, Educational Media, *English Instruction, Literature Appreciation, Minority Groups, Poetry, Reading Instruction, *Teaching Methods, United States Literature, *Urban Education, Writing (Composition), Writing Skills
The 19 articles on teaching methods collected in this seventh report of the NCTE Committee on Classroom Practices focus on Afro-American ideas, communication, and teaching in megalopolis. Specific topics discussed include (1) the teaching of reading and writing to disadvantaged children, (2) the utilization of black authors and poets in literature courses, (3) slides, tapes, soul music, and "happenings" as techniques for motivating student writing, (4) a pilot core program designed to aid the disadvantaged student, (5) the replacement of textbooks by films, paperbacks, and mimeographed papers to provide relevant material in confronting contemporary social and economic problems, (6)

placing an emphasis on Negro leaders in teaching disadvantaged second-grade children, and (7) play performance as a method of teaching literary drama to students for whom English is a second language. (This document previously announced as ED 033 947) (JM)

2325 ED 076 970

Poling, Dorothy, Ed.

Perspectives: Reading, 1972; IATE (Illinois Association of Teachers of English) Conference Notes.

Illinois Association of Teachers of English, Urbana.

Pub Date—Feb 73

Note—19p.

Journal Cit—Illinois English Bulletin; v60 n5 p1-19 February 1973

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Conference Reports, *English Education, Language Acquisition, *Language Arts, Literature, *Reading, Reading Development, Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Reading Rate, Reading Skills, Story Telling

Identifiers—*Illinois Association of Teachers of English

The ideas expressed in the major speeches and by the 29 discussion groups at the 1972 conference of the Illinois Association of Teachers of English are summarized in this publication. The theme of the conference was "Reading, 1972." The speeches and discussions covered a wide variety of reading and reading-related English and language arts topics at the elementary, secondary, and college levels. Descriptions of several reading programs and several diagnostic techniques, a discussion of story telling, and discussions of the uses of newspaper and audiovisual aids and the construction and use of reading materials are included in the summary. (TO)

2326 ED 076 967

Catterson, Jane H., Ed.

Children and Literature.

International Reading Association, Newark, Del.

Pub Date—70

Note—111p.

Available from—International Reading Assn., Six Tyre Ave., Newark, Del. 19711 (Order No. 434, $5.00 non-member, $3.00 member)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Books, *Childrens Literature, Curriculum, Elementary Education, Instructional Materials, *Literature Appreciation, Literature Guides, Media Selection, Oral Reading, Reading, *Reading Instruction, *Reading Interests, *Reading Materials, Secondary Education

This volume contains papers that should help both elementary and high school teachers bring literature into the school curriculum and provide literary experiences which should carry over into the future. The introductory group of papers is entitled "The Point of View." The first paper uses the classroom as its center of focus. The second enlarges the frame of reference to the United States and addresses the funding situation for educational materials. The last paper focuses on making world understanding a frame of reference for literature education. In the section of the book a number of papers are grouped under the general heading "Choosing the Books." This section discusses the oral tradition, Newbery Award books, children's literature, sex-typed material, and adolescents and reading. The last section, "Using the Books," includes four papers directed at helping teachers to understand what general considerations should enter into their planning for the use of literature with children and what specific techniques may be employed to make book reading the kind of activity society would endorse. (WR)

2327 ED 073 427

Literature and Learning to Read. Proceedings of the Annual Reading Conference of the Curriculum Research and Development Center, Indiana State Univ. (2nd, Terre Haute, June 21-22, 1972).

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date—Nov 72

Note—79p.

Available from—Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State Univ., Terre Haute, Indiana 47809 ($1.00)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Black Literature, Creative Dramatics, Critical Reading, Individual Needs, *Literature, Literature Appreciation, Reading Games, *Reading Instruction, *Reading Materials, Student Developed Materials, Student Motivation, *Teaching Methods

The papers for this proceeding reveal a variety of techniques and ideas for enhancing reading through literature. Lyman C. Hunt in "Literature and Learning to Read" discusses beginning reading instruction and some mistakes teachers commonly make, and reminds teachers that the primary objective should be to encourage reading and help the student realize self-improvement. Jean B. Sanders in "Black Literature for Children and Adolescents" encourages the use of good juvenile books with black characters. Elizabeth Weller in "To Each His Own Book" urges teachers to help children find reading materials based on their own choice and taste. Patricia M. Brown in "From Games to Books" discusses the use of reading games designed to help children overcome their reading problems. Francis I. Williams in "Uptight: Competition Time" discusses how to help students become "book-curious." Louise P. Clark in "How Rich Is Their Reading?" discusses the art of critical reading. Bernice J. Mayhew in "Book Making for Budding Authors" describes in detail how children can publish their own books. Finally, Harriet W. Ehrlich in "Creative Dramatics in the Language Arts Curriculum" suggests the establishment of an atmosphere that nurtures creativity and imaginative thinking. (HS)

2328 ED 072 407

Cheyney, Arnold B.

Teaching Reading Skills through the Newspaper. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date—71

Note—56p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00 non-member, $1.75 member)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Critical Reading, Elementary Education, Listening Skills, *Newspapers, Oral Reading, Propaganda, Reading Comprehension, *Reading Instruction, *Reading Skills, Secondary Education, Silent Reading, Speech Communication, Student Attitudes, *Teaching Methods, Vocabulary Development, Word Recognition, Word Study Skills, Writing (Composition)

Teachers may capitalize on the popularity and availability of the newspaper to increase the reading abilities of their elementary and secondary school students. Vocabulary, word attack, and comprehension skills can be learned through the newspaper from primary grades through high school. One major emphasis should be the development of students' analytical and critical reading skills. Because of the immense variety of subject matter to be found in the newspaper, each student may find something to hold his interest. A directed-reading lesson might focus on encouraging receptivity, guiding silent reading, guiding skill development, guiding silent and oral rereading, and various continuing activities. Other lessons might focus on using the newspaper to teach comprehension, to analyze propaganda, to develop vocabulary and word identification skills, or to develop appropriate reading rates. Considering reading as part of the total language process, the newspaper may also be used for listening, speaking, and writing activities. (An appendix contains a list of books and materials and a list of periodical articles dealing with the teaching of newspaper reading.) (DD)

2329 ED 064 670

Smith, Nila Banton

Instructional Technology and Reading: Progress, Problems, and Promise.

Pub Date—May 72

Note—22p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Audiovisual Aids, Computer Assisted Instruction, Cost Effectiveness, Educational Innovation, Educational Media, *Educational Technology, Educational Television, *Multimedia Instruction, Reading Improvement, *Reading Instruction, Reading Materials, Systems Approach, Teacher Role, *Teaching Machines

As the invention of the wheel played a large role in the technological advancement of transportation, so many new teaching devices have played an important role in the technological advancement of reading instruction. Though the spread of technology was initially slow, it now offers many instructional aids (e.g., tapes, records, television, computers, and other teaching machines) in reading usage. The systems approach brought about large scale computer experiments and computers are now widely used in schools' reading programs. Educational television programs (e.g., Sesame Street and the Electric Company) have been very successful in the teaching of reading. Audiovisual aids and other multimedia devices are commonly found in reading instruction. These recent innovations, nevertheless, have many impediments to their gradual acceptance and usage: cost, resistance to change, and dehumanization factors. However, reducing cost through the use of minicomputers, increasing funds for educational technology, cable television, and disseminating multimedia products can help minimize these problems. The reading teacher, too, must become technologically oriented to assist and counsel students in the use of these instruments. With the efforts of the teachers and the use of these new instructional devices, strides can be made in reading instruction. (HS)

2330 ED 061 022

Pascual, Henry W., Ed.

Reading Strategies for New Mexico in the 70's.

Pub Date—Jan 72

Note—29p.; Resource Guide Number 2

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indians, Diagnostic Teaching, Formative Evaluation, Individual Differences, Informal Reading Inventories, Minority Groups, *Reading Instruction, Reading Materials, *Reading Material Selection, *Spanish Speaking, Standardized Tests, Teaching Methods, *Test Selection

The three papers in this resource guide are oriented to the needs of Spanish-surnamed and Indian children. The first paper points out three concerns to be examined before selecting reading materials: (1) the population for whom selection is planned, (2) criteria emphasizing children's needs, and (3) apparent trends in reading instructional materials appropriate for the population. Critical points for selection and evaluation of reading instructional materials for Indian and Spanish-speaking children are discussed. The second paper stresses teacher-student interaction, diagnostic teaching, and classroom management in the elementary school. The author feels that standardized tests, especially their norms, should not be used with minority groups, but that the informal reading inventory is best for these children. He also refers to four approaches used to teach non-English-speaking children and to four language measures. The third paper observes that schools are serving the interests of the dominant social forces, and that while unable to reform schools, teachers can humanize their classrooms by examining and revising certain beliefs which lend to anti-humanistic school practices. Recognition of individual differences and use of evaluation as formative in a diagnostic sense are strongly recommended. References are included. (AW)

2331 ED 057 556

Educational Communications 1970.

New York State Educational Communication Association.

Pub Date—70

Note—161p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Audiovisual Aids, Audiovisual Coordinators, Autism, *Conference Reports, Dial Access Information Systems, *Educational Media, Educational Television, Film Production, Humanities Instruction, Individualized Instruction, *Learning Resources Centers, Reading Instruction, Student Projects, Systems Development

Identifiers—Sesame Street

Selected papers from a conference on educational communications, stressing the use of audiovisual aids in the classroom, are presented. Major topics of the 41 papers include: uses for student film-making, uses of instructional materials centers, a multimedia humanities course, uses of systems development, producing multimedia self-instructional study units, television production, classroom utilization of "Sesame Street," use of educational television, instructional materials coordinators, individualized

instruction and the logistics of media materials, dial access, the instructional potential of media for teaching reading, use of the talking typewriter for autistic children and those with learning disabilities, and current developments in the use of instructional television fixed services. (JK)

2332 ED 055 754
Birchall, Lester H., Ed.
Reading and the Language Arts: Application and Research. Position Papers in Reading.
Maryland Univ., College Park. Reading Center.
Pub Date—70
Note—115p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Books, Childrens Literature, Cloze Procedure, Communication Skills, Content Area Reading, Disadvantaged Youth, *Language Arts, Nonstandard Dialects, *Psycholinguistics, Questioning Techniques, *Reading Comprehension, *Reading Instruction, Social Studies, Standardized Tests, *Teacher Education, Teaching Methods

This series of position papers in reading and language arts was sponsored by the Reading Center of University of Maryland in order to stimulate the kinds of thinking and reactions which might lead to improvement of teacher training programs and of reading programs on all levels. The topics treated reflect both traditional concerns of educators, and issues and interests which signal new areas of emphases in the field. Titles of the papers are: A Competency Program in the Undergraduate Reading Course; Children's Responses to Stipulated Literature Selections; Jamaicanism: Its Influence on the Spoken and Written Communication of Elementary School Pupils; Standardized Tests: Use and Misuse; Cloze Procedure as a Predictor of Comprehension in Secondary Social Studies Material; A Psycholinguistic Look at Reading: Definitions and Directions; and Questioning for Thinking: A Teaching Strategy that Makes a Difference for Disadvantaged Learners. References are included following most of the papers. (Author/AW)

2333 ED 053 872
Earle, Richard A.
Using Good Literature to Teach Reading: Prostitution or Promise?
Pub Date—Apr 71
Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Literature Appreciation, *Literature Guides, Literature Programs, *Reading Instruction, Reading Material Selection, Reading Programs, Reading Skills, *Study Guides

The use of good literature in teaching reading can mean the relegation of literature to the role of a vehicle for instruction rather than a process of encountering human experiences. Four principles underlying a quality literature instruction program help determine whether good literature is being used or abused: (1) wide exposure to many levels, qualities, and types of literature; (2) quality exposure as dictated by the curriculum, department, or teacher; (3) the opportunity for free pursuit of reading materials; and (4) the appropriate use of skills instruction. The fourth principle is crucial. The teaching of reading skills is merely a part of guiding students toward analysis and interpretation of literature. The teacher must examine literature for the literary content as well as for the reading processes involved. The teacher can then construct guides which will help the students experience the literature in an appropriate intellectual-emotional manner. Reading skills instruction must stem from content objectives and be incorporated in a broad program of literature instruction. Sample written guides for "Fire and Ice" by Robert Frost and references are included. (AL)

2334 ED 049 024
Berridge, Wayne E., Comp. Siedow, Mary D., Comp.
Guide to Materials for Reading Instruction. 1971 Edition.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Pub Date—May 71
Note—200p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adult Students, Audiovisual Aids, College Students, Elementary Education, Indexes, Reading Interests, *Reading Level, *Reading Materials, *Reading Material Selection, Reading Readiness, *Reading Skills, *Resource Materials, Secondary Education, Textbooks

The Guide to Materials for Reading Instruction, 1971 Edition, updates earlier editions and includes approximately 2,300 entries of materials from 114 publishers. The guide is intended to keep educators informed about the constantly increasing supply of new materials available for the teaching of reading. Items appearing in the guide are described through a classification process; however, no evaluative judgments are made. Entries are organized by publishers in alphabetical order. The classification system includes the following: (1) the two major categories of basal or nonbasal; (2) the type of item, e.g., reader, workbook, audio aid; (3) reading difficulty level; (4) interest level; (5) setting of stories; (6) general skills developed; and (7) type of cover and binding. Three specialized indexes which provide easy access to information by sorting it into 240 subcategories are included. The indexes are titled "Interest Level Subdivided by Grade Level," "Skill Subdivided by Grade Level," and "Skill Subdivided by Interest Level." Finally, complete addresses for the contributing publishers are listed. (DH)

2335 ED 045 301
Eggers, Edwin H.
Uses and Abuses of Audio-Visual Aids in Reading.
Pub Date—May 70
Note—7p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audiovisual Aids, *Guidelines, Individual Instruction, *Reading Instruction, Teaching Methods

Audiovisual aids are properly used in reading when they "turn students on," and they are abused when they fail to do so or when they actually "turn students off." General guidelines one could use in sorting usable from unusable aids are (1) Has the teacher saved time by using an audiovisual aid? (2) Is the aid appropriate to the sophistication level of the students involved? (3) Is the purpose which it serves appropriate at this developmental level in the reading program? and (4) Is the particular medium appropriate to the learning of a given individual at a certain period of time? (Author/DE)

2336 ED 036 241
Cavicchia, Gida Costadasi, Virginia
Dante, Seventh Centennial, 1265-1965: Resource Materials for Teachers. Curriculum Bulletin, 1965-66 Series, Number 16.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—Sep 65
Note—111p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Authors, Biographies, Choral Speaking, *Curriculum Guides, Educational Media, Fine Arts, Instructional Program Divisions, *Interdisciplinary Approach, *Italian, Literary Criticism, Literary Styles, Literature, Mathematics, *Poets, Reading Comprehension, Reading Material Selection, Social Studies, Teaching Guides, Vocabulary Development, Writing Skills
Identifiers—*Dante (Alighieri), *Divine Comedy

A two-part curriculum bulletin pays tribute to the life and works of Dante Alighieri during the 700th anniversary of his birth. Part One includes his biography, a discussion of his minor works, a summary of "The Divine Comedy", Dante's impact on other lands, and Dantean thought. Suggestions for teaching a resource unit for elementary and junior high school grades are provided. Other language arts topics are: (1) a guided reading lesson, (2) a composition lesson for vocabulary enrichment, (3) choral speaking, (4) poetry appreciation, and (5) literature. Materials related to Dante in social studies, mathematics, astronomy, music, the dance, art, and guidance are offered along with a bibliography. An original play, "Dante and Beatrice", is found in the appendix. (RL)

2337 ED 021 694
A Guide for Beginning Teachers of Reading, Grades 5-8.
New York City Board of Education, Brooklyn, N.Y.
Report No.—CB-6
Pub Date—68
Note—118p.
Available from—Board of Education, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 ($2.00 payable to Auditor, Board of Education).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Beginning Teachers, Grade 7, Grade 8, Instructional Materials, Intermediate Grades, Reading Instruction, *State Curriculum Guides, *Teaching Guides

One of New York City's Reading Action Package, this bulletin was designed to help beginning teachers of reading, grades 5 through 8. It offers suggestions for (1) determining pupil reading needs and achievement, (2) organizing for instructional purposes. (3) getting acquainted and using available reading materials, (4) planning the class reading program, (5) implementing the program through guided reading lessons, individualized reading lessons, and skill lessons, (6) extending and refining reading skills, (7) helping children with second language handicaps and divergent speech patterns, and, (8) evaluating the reading program through formal and informal measures. The concepts and the vocabulary, word attack, comprehension, interpretation, and work-study skills needed by every child in order to participate effectively in reading and learning experiences are listed. Sample lesson plans are furnished. The appendix includes a list of basic sight vocabulary, sample diagnostic tests, instructions on the use of informal textbook tests and the Metropolitan Reading Tests, and selected references. (NS)

2338 ED 017 699
TEACHER INSTRUCTIONS FOR VOCATIONAL TALENT EXERCISES.
George Washington Univ., Washington, D.C. School of Education.
Report No.—BR-5-0061
Pub Date—65
Contract—OEC-5-85-023
Note—15P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Aptitude Tests, Junior High Schools, *Mechanics (Process), *Prevocational Education, Reading Comprehension, *Teaching Guides, Visual Discrimination, *Vocational Aptitude

THIS BOOKLET WAS DEVELOPED IN A CURRICULUM PROJECT, DESCRIBED IN VT 004 454, TO HELP YOUNG PEOPLE LEARN BASIC PRINCIPLES AND CONCEPTS OF MECHANICS AND TECHNOLOGY AND THUS RAISE THEIR TRAINABILITY LEVEL. IT IS FOR USE BY THE TEACHER WITH FOUR WORKBOOKS, "VOCATIONAL TALENT EXERCISES," PART A (VT 004 458), PART B (VT 004 459), PART C (VT 004 460), AND PART D (VT 004 462). IT PROVIDES INSTRUCTIONS FOR USING THE WORKBOOKS TO TRAIN YOUNG PEOPLE IN THE PRINCIPLES AND CONCEPTS WHICH ARE OFTEN TESTED ON APTITUDE TESTS. ALSO INCLUDED ARE CUTOUTS FOR USE IN PART A, EXERCISE 3. OTHER RELATED DOCUMENTS ARE VT 004 455 THROUGH VT 004 471. (EM)

2339 ED 017 697
VOCATIONAL TALENT EXERCISES, PART D.
George Washington Univ., Washington, D.C. School of Education.
Report No.—BR-5-0061
Pub Date—66
Contract—OEC-5-85-023
Note—60P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstract Reasoning, Aptitude Tests, Junior High Schools, *Mechanics (Process), *Prevocational Education, Reading Comprehension, Visual Discrimination, *Vocational Aptitude, *Workbooks

THIS WORKBOOK WAS DEVELOPED IN A CURRICULUM PROJECT, DESCRIBED IN VT 004 454, TO HELP YOUNG PEOPLE LEARN BASIC PRINCIPLES AND CONCEPTS OF MECHANICS AND TECHNOLOGY BY MEANS OF A SERIES OF APTITUDE TRAINING EXERCISES. IT IS THE LAST OF FOUR BOOKS

WHICH PRESENT 30 EXERCISES DESIGNED FOR 30 CLASS PERIODS. THE EXERCISES ARE SIMILAR TO APTITUDE TEST ITEMS EXCEPT THAT AN EXPLANATION IS PROVIDED FOR THE PRINCIPLES INVOLVED. EXERCISES IN THIS BOOK COVER ABSTRACT REASONING, TECHNICAL COMPREHENSION, AND THREE-DIMENSIONAL VISUALIZATION FOR MECHANICAL AND ELECTRICAL PRINCIPLES AND MACHINES. ITEMS ARE MULTIPLE CHOICE OR COMPLETION QUESTIONS. ANSWERS ARE AVAILABLE IN VT 004 463. OTHER RELATED DOCUMENTS ARE VT 004 455 TO VT 004 471. (EM)

2340 ED 017 695
VOCATIONAL TALENTS EXERCISES, PART C.
George Washington Univ., Washington, D.C. School of Education.
Report No.—BR-5-0061
Pub Date—66
Contract—OEC-5-85-023
Note—60P.
EDRS Price - MF$1/PC$3 Plus Postage.
Descriptors—Abstract Reasoning, Aptitude Tests, Junior High Schools, *Mechanics (Process), *Prevocational Education, Reading Comprehension, Visual Discrimination, *Vocational Aptitude, *Workbooks

THIS WORKBOOK WAS DEVELOPED IN A CURRICULUM PROJECT DESCRIBED IN VT 004 454 TO HELP YOUNG PEOPLE LEARN BASIC PRINCIPLES AND CONCEPTS OF MECHANICS AND TECHNOLOGY. IT IS THE THIRD OF FOUR BOOKS WHICH PRESENT 30 EXERCISES DESIGNED FOR 30 CLASS PERIODS. THE EXERCISES, SIMILAR TO THOSE IN APTITUDE TESTS, COVER ABSTRACT REASONING, TECHNICAL COMPREHENSION, AND THREE-DIMENSIONAL VISUALIZATION. EXERCISE ITEMS ARE MULTIPLE CHOICE QUESTIONS, LINE DRAWINGS, AND NUMBER SERIES. ANSWERS ARE AVAILABLE IN VT 004 461. OTHER RELATED DOCUMENTS ARE VT 004 455 THROUGH VT 004 471. (EM)

2341 ED 001 853
MILLS, JAMES D.
A READING GUIDE FOR JUNIOR HIGH TEACHERS.
Cleveland Public Schools, Ohio.
Note—29P.
EDRS Price - MF$1/PC$2 Plus Postage.
Descriptors—*Comprehension, Critical Reading, *Intellectual Development, *Junior High Schools, Reading, Reading Materials, *Reading Skills, *Teaching Guides, Vocabulary Development, *Vocabulary Skills
Identifiers—Ohio (Cleveland)

A MANUAL DESIGNED TO ASSIST TEACHERS IN THEIR EFFORTS TO IMPROVE THE READING SKILLS OF THEIR STUDENTS IS PRESENTED. IT IS BASED ON THE ASSUMPTION THAT READING CAN AND SHOULD BE TAUGHT AS AN INTEGRAL PART OF THE INSTRUCTION IN ALL SUBJECT AREAS. THE STUDENT SHOULD LEARN TO DIFFERENTIATE BETWEEN FACTUAL READING, IMAGINATIVE READING, INTERPRETATIVE READING, AND ENTERTAINING READING. THE MATERIAL PRESENTED IS APPLICABLE TO VARIOUS SUBJECT AREAS AND PROVIDES ACTUAL PROCEDURES WHICH MAY BE USED IN THE CLASSROOM. WORD ATTACK SKILLS ENABLE THE STUDENT TO DETERMINE THE PRONUNCIATION AND IN SOME CASE THE MEANING OF NEW WORDS. PHONETIC AND STRUCTURAL ANALYSIS ARE EMPHASIZED, VOCABULARY SKILLS INCLUDE DRAWING MEANING FROM CONTEXT CLUES, EXTENDING WORD MEANINGS THROUGH ROOTS, UNDERSTANDING THE PURPOSE, VALUE, AND USE OF THE DICTIONARY, UNDERSTANDING SHIFTS IN THE MEANING OF WORDS, AND EXTENDING WORD MEANINGS USING SYNONYMS, ANTONYMS, AND HOMONYMS. THE COMPREHENSION SKILLS WHICH SHOULD BE TAUGHT ARE IDENTIFYING MAIN IDEAS, IDENTIFYING SIGNIFICANT DETAILS AND RELATING THEM TO THE IDEAS, SELECTING IMPORTANT WORDS, PHASES, AND PASSAGES, UNDERSTANDING TIME SEQUENCES, DISTINGUISHING BETWEEN FACTUAL STATEMENTS AND JUDGMENTS, RECOGNIZING AN AUTHOR'S POINT OF VIEW, CREATIVE THINKING, AND CRITICAL INTERPRETATION. SUGGESTIONS ARE GIVEN FOR HELPING CHILDREN READ DIFFERENT TYPES OF MATERIALS MORE RAPIDLY. OBSTACLES TO RAPID READING SUCH AS LIP READING, REGRESSING, AND LACK OF CONCENTRATION MUST BE ELIMINATED, THE SPEED MUST BE ADJUSTED TO THE TYPE OF MATERIAL. CHILDREN CAN BE TAUGHT TO MAKE USE OF TYPOGRAPHICAL AIDS AND WORD SIGNALS.

SECONDARY AND HIGHER EDUCATION

2400 ED 179 982

Matalene, Carolyn B.

Teaching the Reading Process.

Pub Date—Nov 79

Note—8p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, November 1-3, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, Higher Education, *Literary Criticism, *Literature Appreciation, Reading Instruction, *Reading Processes, *Reading Skills, Teaching Methods, *Writing (Composition), Writing Skills

Analogies between the reading and writing processes can be drawn from a method of teaching literature that is based on Louise Rosenblatt's transactional theory of reading. The prime responsibilities of teachers of literature are to allow students the right to experience the text for themselves, arriving at their own interpretations, and to make students conscious of the process of reading literature. This process involves the same cognitive operations that are performed in the writing process: collecting material, questioning material, establishing internal connections, discovering emotional responses, revising, and evaluating. Teaching reading and writing as congruent processes can make the achievement of both mutually reinforcing. (AEA)

2401 ED 179 981

Kaufman, Betsy B.

Middle School High School College: A Description of a Project That Worked.

Pub Date—Oct 79

Note—11p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Preparation, *College School Cooperation, Coordination, Course Descriptions, *Curriculum Development, Educational Cooperation, *English Curriculum, *English Instruction, Higher Education, Language Arts, *Program Descriptions, Program Development, Reading Instruction, Secondary Education, Writing (Composition)

The initiation and development of the Queens English Project, a cooperative program between Queens College (New York) and five area high schools that produced a reading/writing curriculum from the junior year of high school through the freshman year of college, is described in this paper. Discussed are the educational principles on which the project is based, the cooperative efforts of college and high school faculty, the training seminars for project personnel, the methods used to teach composition (of the fable, parable, and essay), the organization of reading/writing labs in selected high schools, and the prospects for continuing the high school labs after the project ends. (AEA)

2402 ED 170 770

Schwartz, Sheila

The Writing and Teaching of Adolescent Literature.

Pub Date—Feb 79

Note—17p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979)

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Conventional Instruction, Evaluation Criteria, *Humanistic Education, Literary Criticism, Methods Courses, *Preservice Teacher Education, Questioning Techniques, Reading Material Selection, Secondary Education, *Small Group Instruction, *Teacher Developed Materials, *Teaching Methods

The use of nontraditional adolescent literature in the secondary classroom and teacher training for this usage are discussed in this paper. After outlining a humanistic approach to adolescent literature, in which students are taught to use literature to illuminate their lives, the paper contrasts such an approach to the teaching of traditional literature, in which the emphasis is on understanding the text. It tells how certain societal changes have promoted the acceptance of adolescent literature as a serious genre and discusses the classroom focus on sociological, psychological, ethical, and ideological aspects of literary works. It next outlines the need for college methods courses in adolescent literature and presents guidelines for the selection of adolescent literature that are given to students in one methods course. The value of small group instruction in teaching adolescent literature is discussed, and suggestions are offered for the division of students into groups for class organization and for possible group activities. Finally, teacher-developed learning activity packets are described, the values of using them are listed, and suggestions are provided for incorporating questions and activities based on a hierarchy of thinking skills ranging from the factual to the conceptual and evaluative. (GT)

2403 ED 162 094

WORK-ED. (World of Related Knowledge and Educational Development). A Curriculum Manual for Teachers–Volume II.

Hackettstown High School, N. J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date—Jan 78

Note—77p.; Photographs in this document may not reproduce well; For related documents see CE 018 798, ED 147 485-486, and ED 150 452

Available from—World of Related Knowledge and Educational Development, Hackettstown High School, Warren Street, Hackettstown, New Jersey 07840 ($7.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Awareness, Career Development, *Career Education, *Career Guidance, Career Opportunities, *Communication Skills, Consumer Education, Curriculum Guides, Drafting, Educational Objectives, Grade 9, Graphic Arts, *Learning Activities, Listening Skills, Mathematics, Music, Nontraditional Education, Occupational Clusters, *Occupational Information, Reading Skills, Resource Materials, Secondary Education, Units of Study, Values

Identifiers—*World Related Knowledge Educational Development

This volume is the second of a two-volume curriculum manual (see also ED 147 486) for teachers which contains materials designed for use in implementing the World of Related Knowledge and Educational Development (WORK-ED) program. (This program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals. It is a guidance-based program incorporating basic skills, human values, and career awareness.) Divided into seven chapters, this manual presents units of study in basic communication skills and various career clusters. The units are designed to be implemented in a daily two-period course and include objectives, activities, time lines, resources, duplication materials, and evaluation procedures. The seven chapters cover (1) listening skills, (2) reading skills, (3) consumer education, (4) introduction to drafting, (5) graphic technology, (6) math careers, and (7) careers in music. An administrator's manual (ED 147 485), teacher training manual (CE 018 798), and a project report (ED 150 452) are also available. (BM)

2404 ED 161 442

Thomas, James L.

Activities with Young Adult Periodicals.

Pub Date—76

Note—20p.; Best copy available; For related document, see IR 006 521

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescent Literature, Adolescents, *Directed Reading Activity, Learning Activities, Libraries, *Library Services, *Periodicals, Secondary School Students, Young Adults

Selected periodicals suitable for a young adult collection are listed, and activities are suggested for integrating these periodicals into the school curriculum and/or public library program. Compiled by graduate and undergraduate students in the fields of library science and teacher education, this list provides complete bibliographic information for each magazine, as well as a brief description and an indication of level: Junior High, Junior-Senior, or Senior High. (Author/JAB)

2405 ED 122 232

Dempsey, June

Improving Community College Reading Instruction through Counseling and Content.

Pub Date—[75]

Note—17p.; Paper presented at the 7th Annual Meeting of the California Reading Association

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Counseling, Individual Counseling, *Learning Laboratories, *Program Content, Program Descriptions, *Reading Instruction, Reading Materials, *Reading Programs, Tutorial Programs, Two Year Colleges, Writing Skills

This paper offers many specific suggestions for improving community college reading instruction through counseling and content. Such topics are discussed as reading and writing laboratories; multimedia instruction; group instruction classes in basic reading skills, vocabulary and study skills, and analytical and critical reading; individualized instruction; training tutors to work in the labs; individual conferences; materials for reading instruction; the role of tutors; the cloze method for instructional and testing purposes; the Fernald tracing method in a beginning reading program; and oral reading. (TS)

2406 ED 107 763

Blegen, Larry Green, Mark

By the Sweat of Your Brow: English Unit for the Ninth Grade Student.

White Bear Lake Independent School District 624, Minn.

Pub Date—[73]

Note—83p.; For related documents, see CE 003 833-7 and CE 003 839-49

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Anthologies, *Career Education, Directed Reading Activity, Educational Resources, Employer Employee Relationship, *English Curriculum, Grade 9, Instructional Materials, Secondary Education, *Supplementary Reading Materials, Teacher Developed Materials, *United States Literature, *Work Attitudes

The guide, developed as part of an exemplary program for junior high school students, is a ninth grade English unit designed to use contemporary literary materials which deal with occupational situations and attitudes of both employers and employees. The emphasis is on the relationship between on-the-job and leisure time activities. Three pages of the guide contain an outline for organizing the unit and cover the broad learning objectives, the task analysis sequence, the learning objectives in performance terms, and strategies to be employed for learning. A bibliography, a unit evaluation, and a unit assignment sheet comprise one page each. The body of the document consists of the texts of the 18 dramatic pieces, short stories, magazine articles, poems, modern songs, and television and movie scripts which make up the unit materials. (JR)

2407 ED 105 520

Arnold, Roslyn M., Ed.

Reading and Teaching the Novel, Volume 3.

English Teacher's Association of New South Wales, Ashfield (Australia).

Pub Date—74

Note—47p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—English Curriculum, *English Instruction, *Lesson Plans, *Novels, Reading Instruction, Secondary Education, *Study Guides, Teaching Methods, *Teaching Models

This volume on reading and teaching the novel contains six articles: "Close Reading: The Novel in the Senior School" by S. E. Lee discusses the advantages of rereading and analytical reading in high school; "Teaching 'The Great Gatsby'" by David Mallick discusses the difficulties of teaching this novel and provides a lesson plan; "The Operation of the Imagery in 'Tess of the D'Urbervilles'" by Wilma J. Toop discusses the three parallel sets of imagery in this Hardy novel; "On Reading 'A Portrait of the Artist as a Young Man'" by S. E. Lee is a study guide which includes biographical facts, a guide to the first reading, a discussion of symbolism, a discussion of the use of language, point-of-view, narration, theme, and irony in Joyce's novel; "George Orwell's 'Nineteen Eighty-Four'" by Mar-

jorie Aldred discusses Orwell's life as well as the novel; and "Persuasion" by Margaret Little primarily discusses several Jane Austen novels. (TS)

2408 ED 099 809
Nuts and Bolts of Reading: Ideas and Resources for Language Arts Teachers 7-12.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
Pub Date—Aug 74
Note—185p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Curriculum Guides, *Language Arts, Reading, *Reading Instruction, Secondary Education, *Teaching Methods
Identifiers—Tennessee, Tennessee (Nashville)
This book is intended as a sourcebook for secondary language arts teachers of grades 7-12. Presented in the book are a variety of ideas based on different learning modalities. Bulletin board suggestions, games, teasers, fillers, plans, puzzles, illustrations, and activities are included to motivate students to want to read. The format of each division includes a rationale, a concept statement, and activities. Marginal notes are provided for quick reference. The information in the resource section and appendix is cross-referenced. Much of the book is concerned with specific teacher techniques. (WR)

2409 ED 098 603
Using the Newspaper to Teach the Disadvantaged Child.
Hawaii Newspaper Agency, Inc., Honolulu.
Pub Date—[73]
Note—18p.
Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Disadvantaged Youth, *Newspapers, Reading Comprehension, *Reading Skills, Secondary School Students, Special Education, Student Motivation, *Teaching Guides, Vocabulary Development, Writing Skills
One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the newspaper to teach the disadvantaged child communication and reading skills. The objectives are to acquaint students with the format and contents of the newspaper; to improve vocabulary and comprehension; to encourage students to write creatively and effectively; to create an atmosphere that will encourage students to read the newspaper; to prepare students for a positive involvement in American democracy; to develop in students the habit of reading the newspaper daily in order to be informed of events happening in their community, state, nation, and the world at large; and to help students learn how to recognize ambiguity. Also included are specific junior high and senior high classroom techniques as well as techniques to be used with special education classes. (SW)

2410 ED 089 257
Greer, Sandra, Ed.
Reading in the Secondary School.
International Reading Association. Kansas State Council.; Kansas State Coll. of Pittsburg.
Pub Date—Jul 73
Note—32p.
Journal Cit—Reading Quarterly; v6 n3 p69-98 July 1973
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Reading, *Critical Reading, Reading, Reading Development, Reading Improvement, *Reading Instruction, *Reading Materials, Reading Skills, *Secondary Education, *Teaching Methods, Vocabulary
This summer issue of the "Kansas Reading Quarterly" is devoted to secondary reading. Although the articles were written with the junior and senior high teachers in mind, many of the ideas can be and have been adapted for use in the elementary grades. The articles include "Black and White and Read All Over," which discusses ways to create interest in newspapers, producing a school newspaper, building vocabulary by using the newspaper, use of headlines, study of cartoons and comic strips, teaching critical reading, newspaper games, and motivating students to read; "A Reading Lesson–Its Form and Format," which presents an outline format of the directed reading lessons; "Happier,...? Wiser, Yes," which discusses how propaganda can be taught in a critical reading course; "Be Quiet, I'm Reading!" which discusses the Sustained Silent Reading approach; and "Remedial Reading Material for Junior and Senior High School Students," which is a list of [teacher tested] materials divided into two major categories–high interest-low vocabulary materials, and supplementary, enrichment, and skill building programs. (WR)

2411 ED 089 209
Williamson, Ann Pollard
Affective Strategies at the Secondary Level.
Pub Date—May 74
Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, Dramatics, Emotional Development, *Individual Needs, Language Experience Approach, Music, Reading, *Reading Development, Reading Improvement, Reading Skills, Secondary Education, *Teaching Methods
Affective teaching is particularly important at the secondary level when the student is facing the problems of adolescence (physical change, sex, social development, identity, values, and alienation). One of the most commonly accepted strategies at the secondary level is that of improving self-concept through the study of literature. Since an important aspect of the modern youth culture is their music, another affective strategies would be the use of music in the classroom. One of the most popular uses of music in the classroom is the examination of lyrics of modern songs, many of which are intriguing enough to stimulate serious thought and discussion of what the song writer is trying to communicate. Language experience is a viable method of improving the reading skills of secondary students. Drama and skits are effective strategies for improving students' self-concept. Some teachers may want to have their students write a play, cast it, and build the sets to produce it for other classes. Several projective techniques can also be used to help students begin to examine themselves and their relationships with others. (WR)

2412 ED 088 046
Wimer, Frances, Ed.
Focus: The Communication Arts, Part 2.
Virginia Association of Teachers of English.
Pub Date—73
Note—66p.
Journal Cit—Virginia English Bulletin; v23 n2 Entire Issue Winter 1973
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Authors, College Freshmen, *Communication Skills, Drama, *English Instruction, Language Skills, Literature, Reading Instruction, Secondary Education, Teaching Methods, *Writing (Composition)
The articles and authors featured in this issue are: "Preparing for Future Shock in English and Reading Instruction" by James R. Squire, "Great Expectations: Communicative Arts in the High School; or, Resetting the Clocks" by R. W. Reising and R. J. Rundus, "Some Expectations in English for College Freshmen" by May Jane Tillman, "The Role of the English Teacher in English Instruction" by Joseph E. Mahony, "Poor Fluency: A Communications Impasse," by Jan A. Guffin, "Composition: Task Competencies" by Charles K. Stallard, "Drama and Experimental Teaching" by Jane Schisgall, "Language Disabilities" by Blanche Hope Smith, "Syntactic Symmetry: Balance on the English Sentence" by Donald Nemanich, "Games Pupils Play," by Julia L. Shields, and "Great English Teaching Ideas" by Robert C. Small, Jr. (LL)

2413 ED 078 382
Johnson, Laura S.
The Newspaper as an Instructional Medium.
Pub Date—May 73
Note—11p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Media, Instructional Innovation, Instructional Materials, *Newspapers, *Reading Comprehension, Reading Improvement, Reading Materials, Reading Skills, *Secondary Education, *Student Motivation, Textbook Content
This paper discusses two questions: How can newspapers be established as acceptable classroom reading materials in the secondary schools? and Why, until recently, have newspapers been so little used in the schools? Some of the answers provided to the first question are that the newspaper presents a viable means of keeping textbooks up-to-date in many different subject fields and that the newspaper offers interesting material that will motivate students to better reading comprehension and improved reading skills. Some of the reasons why newspapers have been bypassed in the schools are thay many people regard them as unreliable and sensational and that administrators and teachers continue to judge newspapers by what they were rather than what they are today. It is concluded that newspapers today are more readable and more socially involved in readers' lives and that they present the "why" as well as the "how" of the news. Accordingly, newspapers are an inexpensive and popular instructional aid in the classroom. (DI)

2414 ED 076 960
Van De Warker, Mary J.
A Replication in Vocational Reading: The Project and the Criteria Used to Determine the Feasibility of Replication.
Pub Date—[73]
Note—16p.; Unpublished study
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Content Area Reading, Readability, Reading Comprehension, Reading Consultants, *Reading Development, Reading Instruction, *Reading Level, *Teacher Improvement, Teaching Methods, *Two Year Colleges, Two Year College Students, Vocational Education
A model for augmenting the impact of the community college reading instructor within the institution is presented in this paper. Reported are the actual findings and the criteria used in: (1) the assessment of the reading levels of students enrolled in three courses at the College of DuPage in Glen Ellyn, Illinois; (2) the evaluation of the readability of the texts used in the courses; and (3) determination of how the instructors used and augmented the texts. Six sections of students enrolled in three vocational courses taught by seven instructors served as the study population. The reading comprehension levels of the students were determined by the Gates-MacGinitie Reading Test, Comprehension Subtest. The readability of each textbook used was determined by applying a computerized version of the Dale-Chall Formula. A 219-item survey was used to evaluate the knowledge and attitudes of the instructors with respect to reading and text use. Analysis of student scores, text readability levels, and instructor surveys prompted the instructional personnel involved to modify their course offerings to better fit their students' needs. Due to the benefits gained by faculty and students from the study, the program has been adopted for general use at the College of DuPage. (TO)

2415 ED 065 888
Singleton, Clifford G. Rice, M. Paul
Enjoying Short Stories: English.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Content, *English Curriculum, Literary Genres, Literature Appreciation, *Reading Skills, *Short Stories, *Teaching Guides, Teaching Methods, *Writing Skills
Identifiers—*Quinmester Program
An outline of a quinmester course to increase the student's understanding and enjoyment of the short story is provided. The outline contains performance objectives, course content, teaching strategies, and lists of student and teacher resources. Elements of the short story that are emphasized are point of view, setting, theme, plot, and character. The course utilizes both the reading and writing skills of the students. (DB)

2416 ED 064 720
Hallberg, Albert
Facing the Test: English.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, Reading Rate, *Reading Skills, Resource Materials, Response Style (Tests), Structural Analysis, Structural Linguistics, *Test Wiseness, Time Factors (Learning), Vocabulary Skills, Word Study Skills
Identifiers—*Quinmester Program
This Quinmester Course is designed to help stu-

dents apply the principles of effective study in a variety of testing situations. Emphasis is on developing such skills as planning wise use of allotted time, adapting reading rate to various types of test items, identifying types of analogous relationships and word attack skills, including recognition of Greek and Latin roots and affixes. A resource listing of six pages is included in this course outline. (Author/CL)

2417 ED 063 590
Heimbuch, Margaret Moore, John A.
Suit the Speed to the Road: Reading, Language Arts.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—23p.; An authorized course of instruction for the Quinmester Program
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Descriptions, Course Objectives, Reading Comprehension, Reading Diagnosis, *Reading Instruction, Reading Materials, Reading Programs, Reading Rate, *Reading Skills, Secondary Education, *Teaching Guides
Identifiers—*Quinmester Program
An outline is presented for a secondary level course in reading designed for the Dade County, Florida, public schools. The course is primarily designed to teach students how to select reading materials at their reading levels, determine their reading rates, and adapt reading pace to various kinds of materials depending on the kind of information sought. Performance objectives, rationale, teaching strategies, learning activities, and resource materials are outlined in detail. A list of materials used in the course is included. (AL)

2418 ED 056 837
Tokars, Lester E.
A Guide for Teaching Ninth Grade English.
Copley Newspapers, San Diego, Calif. Dept. of Education.
Pub Date—70
Note—60p.
Available from—Copley Newspapers, Department of Education, 940 Third Avenue, San Diego, Cal. 92112 ($1.00)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—English Curriculum, *English Instruction, *Grade 9, *Instructional Materials, Language Arts, *Newspapers, Program Guides, Reading Instruction, Reading Materials, Resource Materials, Slow Learners, *Teaching Guides, Writing (Composition)
Various usages for newspapers in the ninth-grade English classroom are suggested in detail in this teacher's guide. Two large sections–one designed for classes with average learners and one for classes with slow learners–are subdivided into units on the short story, drama, nonfiction, and the novel. Newspapers are used for teaching reading, speaking, listening, and writing skills in each of these units. Student activities suggested include having discussion groups, seeing films, making bulletin board displays, collecting newspaper articles, analyzing styles in newspapers and written materials, and dramatizing newspaper stories. The simplicity and realism of newspaper writing are cited as incentives for slow learners to read. Special attention to grammar, punctuation, style, and language usage is given in each unit. The newspaper is suggested as a good starting point in reading for research, entertainment, information, and opinion. (AL)

2419 ED 051 799
Leeb, David
Getting It Together: A Learning System in Communication.
Pub Date—[71]
Note—16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Instruction, Learning Activities, Learning Experience, *Learning Processes, Learning Theories, *Listening Skills, *Reading Skills, *Two Year Colleges, *Writing Skills
Identifiers—Florida
A learning system developed at Valencia Junior College (Florida) would incorporate educational and communication skills needed for the job market and give direction for the best educational path to pursue, using the skills the student already possesses. The learning system developed as an ascending spiral, intended to include a series of aptitude and measurement tests, with various points for entrance and exit. It is multimodal, makes use of audiovisual devices; is student-directed and teacher-assisted; and presents materials in such a way that the skills of reading, writing, and listening are continuously inter-related. The student is permitted to work most of the way through it without the aid of a teacher. It has built-in evaluation tasks, repeating exercises, special learning experiences, and external opportunities for students. The system is expected to undergo annual revision for further development. (CA)

2420 ED 043 462
Oliastro, Louis A.
Study Skills at the College Level.
Pub Date—Mar 70
Note—9p.; Paper presented at the College Reading Association conference, Philadelphia, Pa., Mar. 19-21, 1970
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Course Organization, Educational Needs, Reading Rate, *Reading Skills, *Student Needs, *Study Guides, Study Habits, *Study Skills
Increasing speed alone will not insure reading success, the author stated. It is important that students have the necessary reading and study skills and that they also develop good habits in both. The author mentioned the SQ3R (Survey, Question, Read, Recite, and Review) and the OK4R Formula. He also introduced a new study formula, I, PW, R, R, designed through the use of the S.O.S. Reading Study Kit. Steps in this formula are Isolate, Preview-Write, Read, and Reinforce. Suggested uses for the S.O.S. kit are given. References are included. (NH)

2421 ED 041 882
Downing, Edna C.
Units on the Study of the Newspaper for English Classes, Grades 7-12.
Pub Date—66
Note—85p.
Available from—American Newspaper Publishers Association Foundation, 750 Third Avenue, New York, N.Y. 10017 ($1.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, Democratic Values, *English Instruction, Freedom of Speech, Listening Skills, Mass Media, News Media, *Newspapers, Press Opinion, Propaganda, Public Opinion, Reading Skills, *Secondary Education, Speech Skills, Student Publications, *Teaching Guides, Teaching Methods, Writing Skills
Emphasizing the newspaper's influence on people's lives and opinions and its role in preserving a democratic government, this teaching guide attempts to promote student understanding and appreciation of the functions, service, and responsibilities of the press. Units for grades 7-12 focus on particular aspects of the newspaper: introduction to the purposes and content of a newspaper (grade 7); study of the history of newspapers and of news analysis (grade 8); how to read, use, and write for a newspaper (grade 9); history of the American press, the obligation of the press to the community, and the responsibilities of citizens in maintaining a free press (grade 10); examination of the nature, techniques, and kinds of propaganda (grade 11); and comparative study and content analysis of newspapers (grade 12). Reading, writing, speaking, and listening skills are emphasized in specific classroom activities suggested for each grade. A bibliography of books and films, with some annotations, is included. (JMC)

2422 ED 036 528
LeSueur, Virginia T.
The Discovery Route to Values, Via Literature: "Richard Cory" and Success.
Pub Date—68
Note—31p.; Part of master's thesis by Virginia LeSueur, "'Valuing,' Literature, and the Teacher of Secondary English," Allegheny College, Meadville, Pennsylvania, 1968
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Characterization, Content Analysis, Critical Reading, *English Instruction, Grade 10, *Literary Criticism, Lyric Poetry, *Poetry, Student Reaction, *Teaching Methods, United States Literature, *Values
Identifiers—*Richard Cory
Most of this 10th-grade teaching unit on Robinson's "Richard Cory" is made up of sample teacher questions and student answers which lead students to think about values. Other sections include definitions of tools for poetry and analysis, notes on Robinson's life, and a list of poems on "successful living." A five-page bibliography on teaching and values is provided. (LH)

2423 ED 036 527
LeSueur, Virginia T.
The Discovery Route to Values, Via Literature: "Abe Lincoln in Illinois" and Commitment.
Pub Date—68
Note—25p.; Part of master's thesis by Virginia LeSueur, "'Valuing,' Literature, and the Teacher of Secondary English," Allegheny College, Meadville, Pennsylvania, 1968
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Characterization, Content Analysis, Critical Reading, *Drama, *English Instruction, Grade 10, *Literary Criticism, Student Reaction, *Teaching Methods, United States Literature, *Values
Identifiers—*Abe Lincoln in Illinois
This 10th-grade teaching unit on Robert Sherwood's "Abe Lincoln in Illinois" consists primarily of sample teacher questions and student responses designed to lead the student to a discovery of values and an awareness of the character development of Lincoln. Included are a scene-by-scene analysis of Lincoln's character, six quotations from Lincoln, and a bibliography of sources on teaching and values. (LH)

2424 ED 036 526
LeSueur, Virginia T.
The Discovery Route to Values, Via Literature: "To Kill a Mockingbird" and the Importance of Individuals.
Pub Date—68
Note—39p.; Part of master's thesis by Virginia LeSueur, "'Valuing,' Literature, and the Teacher of Secondary English," Allegheny College, Meadville, Pennsylvania, 1968
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Characterization, Content Analysis, Critical Reading, *English Instruction, Grade 10, *Literary Criticism, Local Color Writing, *Novels, Student Reaction, *Teaching Methods, United States Literature, *Values
Identifiers—*To Kill a Mockingbird
The main section of this 10th-grade teaching unit on Harper Lee's "To Kill a Mockingbird" consists primarily of sample dialogue, between the teacher and students, which attempts to lead the students to think critically about values. Other sections list questions on the novel, major events of the plot, and page references for descriptions of the townspeople and the main characters. Brief facts about the author, quotations for class discussion, and words which might be troublesome for students are pointed out. A five-page bibliography on teaching and values is provided. (LH)

2425 ED 031 380
Maxwell, Martha J.
Improving Flexibility Through Skimming and Scanning Training.
Pub Date—May 69
Note—11p.; Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, Reading Materials, Reading Rate, *Reading Skills, Speed Reading, Study Skills, Teaching Methods
The rationale and techniques for developing skimming and scanning skills with college students are discussed, and it is noted that perfecting these skills involves changing some basic attitudes towards reading such as the ideas that one needs to read every word and that increasing speed decreases comprehension. Lengthy passages in regular college texts were chosen as effective materials to develop skimming and scanning skills, and exercises were developed for skimming for main ideas and for scanning for details and/or specific words or phrases. Techniques for improving skimming and scanning skills which include controlling the amount of time spent on exercises, analyzing the author's organization, and reading the first and last paragraphs are briefly presented. Preliminary studies indicated that including skimming and scanning training in short rapid-reading courses resulted in increased rate gains and that it may produce more flexible readers. References are included. (RT)

2426 ED 030 535
Berger, Allen
Meeting Today's Reading Needs through Magazines in the Classroom.
Pub Date—Mar 69
Note—14p.; Paper presented at the College Reading Association conference, Boston, Mass., Mar. 13-15, 1969
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Instructional Materials, *Periodicals, *Reading Instruction, *Reading Materials, School Libraries, *Secondary School Curriculum, Secondary Schools, Secondary School Students
Relatively little attention has been given to the use of magazines in the classroom, in contrast to the amount of attention given to the use of newspapers, for example. Yet, the number of magazines continues to increase in the United States, and surveys indicate that high school students read many of them. The surveys also indicate that there is a low correlation between magazines read by students and magazines found in high schools. Such a situation need not exist if an imaginative teacher utilizes the students' reading interests to meet their reading needs through magazines in the classroom. Periodicals can be used to individualize instruction and to give attention to nearly all facets of reading. References are included. (MD)

2427 ED 024 682
Suhor, Charles
Comics As Classics?
Pub Date—May 67
Note—5p.
Journal Cit—The Teachers Guide to Media & Methods; v3 n9 p26-9 May 1967
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cartoons, Content Analysis, Critical Reading, *English Instruction, Graphic Arts, Literary Criticism, *Literary Devices, Literary Discrimination, *Literary Genres, Literature Appreciation, *Mass Media, Satire, Symbols (Literary)
Comics–as a special literary genre–must be judged by special criteria. In fact, the four-panel daily comic strip must be judged by different standards from the full-length comic book or the single- or double-frame comic. Among the four-panel strips are found comics that make a claim to literary quality–"Li'l Abner," "Pogo," and "Peanuts." These comic strips are "uniquely expressive" and transcend the severe limitations of their genre through a creative use of language and symbolism. Charles Schultz's technique in "Peanuts" involves understatement and symbolism through which adult personality types act in the guise of children. Walt Kelly's "Pogo-lingo"–a purposeful, comic distortion of language employing many puns–becomes part of the cartooning style and, thus, has graphic value. Like Kelly, Al Capp is a satirist, and his Abner is in the American tradition of the innocent picaro whose responses reveal the shams of society. (JS)

2428 ED 021 695
A Guide for Beginning Teachers of Reading, Grades 9-12.
New York City Board of Education, Brooklyn, N.Y.
Report No.—CB-7
Pub Date—68
Note—107p.
Available from—Board of Education, Publications Sales Office, 110 Livingston St., Brooklyn, N. Y. 11201 ($2.00 payable to Auditor, Board of Education).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Beginning Teachers, *High Schools, Instructional Materials, *Reading Instruction, *State Curriculum Guides, Teaching Guides, Teaching Methods
One of New York City's Reading Action Package, this guide was designed to help beginning teachers of reading, grades 9-12. It offers some principles and techniques on the following aspects of reading instruction: (1) evaluation for planning and teaching, (2) organizing class s for instruction, (3) getting acquainted with instructional materials, (4) scheduling time for reading instruction, (5) planning the reading lesson, and (6) getting started to teach. Sample lesson plans representative of the approaches used at various levels of ability are presented. A concluding chapter discusses general procedures for the identification and guidance of students reading below or above grade level and for the teaching of retarded readers and second-language learners. The appendix includes additional suggestions on the appraisal of pupil reading status and progress, grouping techniques, the use of reading centers, Dolch's basic sight vocabulary, a checklist of reading difficulties, suggestions for administering the Metropolitan Reading Tests, reading services available, and selected references for reading teachers. (NS)

2429 ED 021 689
Folkemer, Paul
Teaching English and Reading Simultaneously for Eleventh Grade Non-Regent English.
Ramapo Central School District 2, Spring Valley, N.Y.
Pub Date—66
Note—71p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Biographies, *Course Content, Developmental Reading, Drama, Individualized Reading, Interpretive Reading, Novels, *Oral Interpretation, Oral Reading, Readiness, *Reading Skills, *Secondary School Students, Sentence Structure, Short Stories, Silent Reading, *Study Guides, *Teaching Methods, Word Study Skills
The need for simultaneous teaching of reading skills and course content prompted the formation of a study guide which coordinates these two areas in an eleventh-grade nonregent English program used by Ramapo Central School District No. 2 in Spring Valley, New York. The guide provides exercises with a range of ability and achievement levels which adjust to individual student differences. It contains five literary units: (1) the short story, (2) the novel, (3) nonfiction, (4) drama, and (5) biography and a unit on the complete sentence. Each lesson is divided into five sections–(1) readiness, (2) purpose for silent reading, (3) oral reading and discussion, (4) word attack and word recognition skills, and (5) followup exercises. Study guide questions and word attack exercises are provided at the end of the lesson; an answer sheet is provided for the teacher. (BS)

2430 ED 016 673
FADER, DANIEL N. MCNEIL, ELTON B.
ENGLISH IN EVERY CLASSROOM. FINAL REPORT.
Michigan Univ., Ann Arbor. Coll. of Literature, Science and Arts.
Report No.—BR-5-1116; ORA-07215
Pub Date—31NOV67
Contract—OEC-5-10-290
Note—261P.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Bibliographies, *English Curriculum, *English Instruction, Instructional Materials, Interdisciplinary Approach, Motivation, *Motivation Techniques, *Reading Skills, Student Interests, Student Motivation, Student Needs, Students, Study Guides, Teaching Methods, Testing, *Writing Skills
THE "ENGLISH IN EVERY CLASSROOM" PROGRAM IS PRIMARILY CONCERNED WITH MOTIVATING "GENERAL" STUDENTS, FROM KINDERGARTEN THROUGH JUNIOR COLLEGE, TO FEEL THE PLEASURES OF AND NECESSITY FOR READING AND WRITING. TO REINFORCE THEIR LITERACY, STUDENTS ARE SATURATED WITH APPROPRIATE, ATTRACTIVE PAPERBACK BOOKS, NEWSPAPERS, AND MAGAZINES. WRITING ASSIGNMENTS, COORDINATED BY ENGLISH TEACHERS THROUGHOUT ALL SCHOOL COURSES, REQUIRE NUMEROUS BRIEF PAPERS AND PRIVATE JOURNAL ENTRIES, JUDGED WEEKLY ON THE SOLE BASIS OF QUANTITY. AN EXPERIMENTAL GROUP PARTICIPATING IN THIS PROGRAM WAS TESTED AND COMPARED WITH A CONTROL GROUP AT THE BEGINNING AND CONCLUSION OF THE SCHOOL YEAR FOR INTELLECTUAL PERFORMANCE, TEACHERS' PERCEPTIONS OF STUDENTS ATTITUDES, PERSONALITY, AND PERFORMANCE, AND STUDENTS' ATTITUDES TOWARD SCHOOL, LITERACY, AND THEMSELVES. FINDINGS CONFIRMED THAT THE PROGRAM PRODUCED SIGNIFICANT IMPROVEMENT IN VERBAL PROFICIENCY AND LESSENED EDUCATIONAL ANXIETIES IN THE EXPERIMENTAL GROUP. (APPENDICES INCLUDE–(1) DIAGNOSTIC TESTS USED IN THE EXPERIMENT AND TABLES COMPARING THE EXPERIMENTAL AND CONTROL GROUPS' PERFORMANCES AND ATTITUDES, (2) DETAILED STUDY GUIDES ON "WEST SIDE STORY" AND "THE DIARY OF ANNE FRANK," CONTAINING INTRODUCTORY MATERIALS, SAMPLE DAILY LESSON PLANS, DISCUSSION QUESTIONS, TESTS, ENRICHMENT ACTIVITIES, AND READING LISTS, AND (3) A LIST OF 1000 "LESS-THAN-A-DOLLAR" PAPERBACK BOOKS.) SEE ED 010 424 FOR A RELATED REPORT. (JB)

2431 ED 014 969
BLATT, MURIEL WILKINSON, JEAN
HOW TO TEACH AN ESSAY.
Pub Date—67
Note—8P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Curriculum, English Instruction, *Essays, Reading Development, *Reading Instruction, Teaching Methods, *Two Year Colleges, Vocabulary, Vocabulary Development
TEACHING A CLASS HOW TO READ AN ESSAY INCLUDES LISTENING, DISCUSSING, AND WRITING, IN ADDITION TO READING. IN THEIR LITERATURE COURSES, THE AUTHORS BEGIN THE PROCESS AT THE FIRST MEETING, USING EITHER THE PRESCRIBED TEXT OR DUPLICATED MATERIALS. PRELIMINARY READING BY THE CLASS IS FOLLOWED BY DISCUSSION BASED ON STUDENT QUESTIONS, ANALYSIS, AND EXPLICATION. THE AIM, WHICH NEVER VARIES, IS TO SHOW HOW TO DEFINE WORDS IN CONTEXT, TO ACCOUNT FOR EVERY RHETORICAL DEVICE AT WORK IN A PASSAGE, TO PARAPHRASE AND SUMMARIZE ACCURATELY, AND TO MOVE SENSITIVELY THROUGH A PROGRESSION. THE PROCESS REQUIRES TIME, AND STUDENTS MUST LEARN TO TAKE THEIR TIME, FOR MASTERY OF SIGNIFICANT MATERIALS AND RELIABLE METHODS IS MORE IMPORTANT THAN THE NUMBER OF ASSIGNMENTS COMPLETED. DICTATION OF PRINCIPLES AND STUDY GUIDES IS AN EFFECTIVE METHOD IN TRAINING STUDENTS TO LISTEN AND BEHAVE IN SUCH A WAY THAT THEY MAY MAKE USE OF THEIR NOTES AND OTHER WRITINGS. USING THESE IDEAS, THE AUTHORS PRESENT A GUIDE TO THE STUDY OF A SPECIFIC ESSAY. (WO)

2432 ED 014 398
PETERSON, BERNARD SCHEPERS, BERNARD
READING HANDBOOK FOR SECONDARY CLASSROOM TEACHERS.
Minnetonka School District, Excelsior, Minn.
Pub Date—66
Note—40P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Content Area Reading, *Reading Instruction, *Reading Skills, *Secondary Education, *Teaching Guides
Identifiers—MINNESOTA, Minnesota (Excelsior), Minnetonka School District MN
A CURRICULUM GUIDE FOR THE SECONDARY CLASSROOM TEACHER DESIGNED TO EXTEND THE WORK OF THE READING TEACHER, TO MAKE ALL TEACHERS CONSCIOUS OF THEIR RESPONSIBILITY TO TEACH READING, AND TO OFFER SUGGESTIONS ON HOW TO PROMOTE GROWTH IN READING IS PRESENTED. THE FOLLOWING ARE DISCUSSED–HOW TO INTRODUCE A READING ASSIGNMENT, THE SQ3R APPROACH, SOME TYPICAL PATTERNS OF ORGANIZATION, SOME SPECIAL SKILLS IN CONTENT AREAS, SPECIAL PROBLEMS IN SCIENCE AND MATHEMATICS, SPECIAL PROBLEMS IN SOCIAL STUDIES, FLEXIBILITY, LEVELS OF COMPREHENSION, VOCABULARY DEVELOPMENT, THE GATES READING SURVEY TEST, INFORMAL TESTING, ORAL READING, AND DEVELOPING A SOUND APPROACH TO READING. A BIBLIOGRAPHY IS INCLUDED. (RH)

2433 ED 013 190
GOODRICH, HOWARD B.
READING POETRY IS CREATIVE TOO.
International Reading Association, Newark, Delaware.
Pub Date—APR67
Note—10P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Teaching, Literature Appreciation, *Poetry, *Reading Instruction, *Secondary Education, *Teaching Methods
A DISCUSSION OF THE PURPOSES AND PROBLEMS OF TEACHING POETRY TO SECONDARY SCHOOL STUDENTS IS PRESENTED. TEACHING TECHNIQUES ARE SUGGESTED. SPECIFIC SUGGESTIONS ARE GIVEN FOR PRESENTING "FOG," "THE HIGHWAYMAN," AND "THE BELLS." THIS ARTICLE APPEARS IN "JOURNAL OF READING," VOLUME 10, APRIL 1967. (RH)

2434 ED 001 048
SUB-COMMITTEE OF ENGLISH CURRICULUM COMMITTEE FOR ADAPTED COURSE
COLLATERAL READING AND AUDIOVISUAL INSTRUCTION. ENGLISH, AND ADAPTED COURSE GRADES 10 TO 12, A SUPPLEMENT.
Philadelphia Public Schools, Pa.
Pub Date—62
Note—44P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Audiovisual Aids, Curriculum, *English, *Reading Development, *Reading Programs, Secondary Schools, *Teaching Methods, Vocational Schools
Identifiers—PENNSYLVANIA, Pennsylvania (Philadelphia)
AN ANNOTATED BIBLIOGRAPHY OF "EASY-READING" BOOKS TO BE USED BY TEACHERS IN AIDING SENIOR HIGH STUDENTS OF LIMITED VERBAL ABILITY TO FIND BOOKS FOR THEMSELVES IS PRESENTED. IN GENERAL, LESS ABLE READERS OF HIGH SCHOOL AGE ARE ATTRACTED TO SHORT BOOKS WITH ATTRACTIVE, COLORFUL JACKETS, AND STRIKING TITLES WHICH GIVE SOME CLUE TO THEIR CONTENT. IT IS THE TEACHER'S RESPONSIBILITY TO IDENTIFY EACH PUPIL'S INTEREST AND TO HELP HIM FIND APPROPRIATE BOOKS. THE TEACHER SHOULD SEEK THE COOPERATION AND HELP OF THE LIBRARIAN. THE LISTING IS MADE BY THE AUTHOR IN THE AREAS OF FICTION AND NONFICTION AND IN INTEREST AREAS OF BOTH BOYS AND GIRLS. THE SECOND PART OF THE TEXT DEALS WITH THE AVAILABILITY AND USE OF AUDIOVISUAL AIDS IN DEVELOPING THE NEEDED SKILLS OF THE STUDENTS WITH LOW LANGUAGE AND READING ABILITY. LISTS OF AVAILABLE RESOURCES AND SUGGESTED ACTIVITIES ARE INCLUDED WITH THE TEACHING TECHNIQUES.

REMEDIAL/CORRECTIVE INSTRUCTION ELEMENTARY

2500 ED 130 635

Cooney, Joan Ganz

The Electric Company; Television and Reading, 1971-1980: A Mid-Experiment Appraisal.

Children's Television Workshop, New York, N.Y.

Pub Date—Sep 76

Note—36p.; Editorial Backgrounder

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decoding (Reading), *Educational Television, *Elementary Education, Experimental Programs, Grade 2, Grade 3, Grade 4, Information Dissemination, National Programs, Production Techniques, Reading, Reading Instruction, *Remedial Reading

Identifiers—*Electric Company

"The Electric Company" was created by the Children's Television Workshop as an experiment to teach reading to 2nd, 3rd, and 4th grade children having difficulty learning to read. Solidly based on research in the teaching of reading, the curriculum emphasizes decoding skills. The production process included several phases: (1) assembling the repertory company, (2) graphic innovation, (3) research on appeal factors, (4) training of writers in teaching methods, (5) evolution of characters, (6) editing, (7) filming, and (8) informing the public. Each season of productions has been evaluated, and results have been used as formative input in the following year's productions. Research efforts have measured attention, comprehension, attitudes, and national impact. The program has been viewed extensively, and it has received wide acclaim. (EMH)

2501 ED 129 947

Project Catch-Up. Awareness Brochure.

Newport-Mesa Unified School District, Newport Beach, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 75

Note—37p.; For Analysis and Selection Kit, see UD 014 486

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, *Demonstration Programs, Elementary Education, Federal Programs, *Learning Laboratories, *Low Achievement, *Low Income, Mathematics Instruction, Program Attitudes, Program Content, Program Descriptions, Reading Instruction, *Remedial Instruction

Identifiers—California (Costa Mesa), California (Newport Beach), Elementary Secondary Education Act Title I, Newport Mesa Unified School District CA, *Project Catch Up

Project Catch-Up, an ESEA Title I program, operates in Newport Beach and in Costa Mesa, California. It is said to be designed to provide remedial instruction in reading and arithmetic to underachieving children, kindergarten through sixth grade, in schools serving low socioeconomic level suburban areas. Among its key features are the following: (1) instruction takes place in colorful and well-equipped laboratories; (2) teachers, instructional aides, and parent aides are part of the instructional staff, and staff members work four hours a day; (3) one teacher is responsible for no more than 18 students; (4) children participate in daily half-hour sessions on about a ratio of 3 students to 1 teacher; (5) children work with materials different from those used in regular classrooms; (6) students work at their own pace on materials geared to their own needs and abilities; and (7) student progress is measured by continuous criterion referenced testing and pre- and posttesting on normative levels. Project components that are discussed in this brochure and guide are project philosophy, interfaculty relations, staff quality, inservice training, teacher management calendar, student selection, successful project techniques, parent involvement, instructional materials, instructional equipment, testing of children, and reporting of results to parents. (Author/AM)

2502 ED 101 302

Muhs, Bob

A Remediation Handbook for Children with Reading Disabilities; Interdisciplinary Approach to Individualized Corrective Programs for Disabled Readers.

Education Service Center Region 1, Edinburg, Tex.; Upper Midwest Small Schools Project, Towner, N. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 73

Note—307p.; Best Copy Available

Pub Type— Guides - General (050)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Elementary Education, Reading, Reading Ability, *Reading Diagnosis, Reading Difficulty, *Remedial Reading, *Teaching Guides, *Teaching Methods

The objective of this remediation handbook is to help the classroom teacher to diagnose and remedy the various kinds of problems grouped under the heading of reading disability. The handbook is organized into two volumes: volume one constitutes a reading disabilities checklist which can be reproduced by the teacher as an observational guide. Volume two is an extension of volume one and offers additional reading activities that the teacher can utilize in planning instruction for the students. Once observation or testing indicates the presence of a specific disability, the teacher can refer to a specific page for a discussion of the disability, for recommended remedial techniques, and for recommended materials. A professional reference is also included for those wishing more information about a given disability. Volume one also contains a suggested magazine list for elementary pupils. (WR)

2503 ED 092 870

Cooper, Arline

The Psychotherapy and Reading Clinic.

Pub Date—73

Note—113p.; Researched at George Washington University, Washington, D.C.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Art Therapy, Elementary Education, Reading, Reading Ability, *Reading Centers, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Skills, *Remedial Reading, Teaching Methods

The theoretical basis for a Figurative Therapy Reading Clinic in the elementary schools and the tentative structure for implementing that clinic as a pilot project are described in this paper. The contents include: "Figurative Therapy Defined," which refers to the psychoanalytic approach to art therapy; "The Objectives of the Figurative Therapy Reading Clinic," which discusses isolating and treating emotional impediments that may underlie a student's nonreading; "The Advantages of a Figurative Therapy Reading Clinic," which discusses the principal object of therapy and figurative expression of young children; "Implementation of a Pilot Figurative Therapy Reading Clinic in the Elementary School," which discusses staff composition and background, selection of children for the pilot, proper learning environment, free expression and pure color techniques, and a series of figurative therapy tasks presented in standard, teacher lesson plan form; "A Case Study," which describes the use of figurative therapy with a fourth grader classified as a student with reading problems; "Attaining Fluency in Reading," which looks at specific types of reading skills and techniques of instruction; and "Costs," which outlines the anticipated costs of implementing such a program. (WR)

2504 ED 089 241

Hirst, Lois T.

Reading for Children with Problems in Social Adjustment.

Pub Date—May 74

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Reading, Reading Achievement, Reading Development, *Reading Failure, Reading Improvement, *Reading Instruction, *Reading Programs, *Remedial Reading, *Social Adjustment, Teaching Methods

Both the remediation of reading deficiencies and the alleviation of severely deviant behaviors are necessary for the proper social and emotional development of the child and for his normal academic achievement. A successful reading program for children with behavior problems provides for daily success. Initial and continued teacher reinforcement creates increasingly effective self-reinforcement within the pupil. After thorough diagnosis, the teacher furnishes the pupil with reading materials which offer challenge without frustration. Reading activities include individual oral and silent reading, choral and team reading, and writing. There are few requirements for independent study on word attack or study skills. When the teacher plans a reading program which allows for success with a minimum exposure to failure, reinforces each small achievement, and gives unwavering support for all progress, the pupil has an opportunity to overcome the reading dificiency and to make a more satisfactory social adjustment within the classroom. (Author)

2505 ED 079 965

A New Motivation for Learning: The Graphics Expression System. Manual for Administrators.

New York State Education Dept., Albany. Div. of Educational Communications.; Uniondale Union Free School District 2, N.Y.

Pub Date—73

Note—28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Guides, Educational Technology, *Educational Television, Elementary Education, Guides, *Learning Motivation, Motivation Techniques, Program Development, *Reading, Reading Improvement, Reading Instruction, Student Motivation, *Underachievement, Videotape Recordings

Identifiers—*Graphics Expression Reading Improvement System, Uniondale Union Free School District NY

This manual describes how the Uniondale, New York, school district uses a technological system, the Graphics Expression System (GES), to produce dramatic reading improvement on the part of elementary school underachievers. It shows how GES, based upon the assumption that all youngsters want to communicate, employs a television mini-studio and an eight step process to motivate students to develop reading and other communication skills. It reviews the fundamental activities necessary for the implementation of GES, beginning with investigations by administrators and teachers, followed by faculty and parent meetings, contracting for hardware, identification of criteria, selection of participants, inservice staff training, and program scheduling. Classroom procedures such as logistics and orientation are covered and information is given on the process whereby students: 1) pick a topic; 2) research it; 3) prepare graphics; 4) write a script; 5) practice reading it; 6) tape a run-through; 7) evaluate the topic; and 8) record a final tape. (PB)

2507 ED 039 306

Volunteers in Education: Materials for Volunteer Programs and the Volunteer.

Department of Health, Education, and Welfare, Washington, D.C. Office of Citizen Participation.

Pub Date—Mar 70

Note—165p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Cooperative Programs, *Coordination, Elementary Schools, *Instructional Materials, Library Education, Phonics, Recruitment, Remedial Reading, Staff Utilization, Student Volunteers, *Teacher Aides, *Tutorial Programs, *Volunteer Training

This publication contains materials which have been developed, adapted, and utilized by school volunteer programs. Under program operation and coordination, there are: (1) plans for recruiting, speaking, and youth tutoring youth; and (2) sample application, request, and evaluation forms and guidelines for reading volunteers, school volunteer chairmen, and staff representatives. Volunteer courses, training materials, and sample exercises for developing listening and speaking skills, and learning sounds and letters are included. Publications reprinted are: "Handbook for Volunteer Services in Elementary School Libraries," tutoring guides entitled "They're Worth Your Time" and "Tutoring Tips," and a manual of word recognition techniques for use with retarded readers, "School Volunteer Reading Reference Handbook." (KG)

2508 ED 038 470

Augmented Reading Project, Pomona, California. Elementary Program in Compensatory Education, 2.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-37048

Pub Date—69

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.237:37048, $.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Students, *Compensatory Education, Counseling, Cultural Enrichment, *Disadvantaged Youth, *Elementary School Students, *Individualized Instruction, Inservice Education, Instructional Materials, Mexican Americans, Parent Participation, Psychological Services, Reading Instruction, *Remedial Programs, *Remedial Reading, Test Results

Identifiers—Wide Range Achievement Test

This program provided corrective reading instruction for disadvantaged pupils (grades 1-3) from black, Mexican-American and Anglo low income families. Instruction was provided for small groups (three to six pupils) by remedial reading teachers, one teacher being shared by two schools. The program also included the assistance of classroom aides, psychologists, and counselors, and the use of special instructional materials and cultural enrichment activities. An in-service training program designed for all project personnel aimed to acquaint staff with the special problems of disadvantaged students. The Wide Range Achievement Test was used in 1966-67 to measure gains, which averaged nine months. Time between testings was about six months. In 1967-68 students gained an average four and one-half months in a period of just under four months between testings. Lists of special instructional materials and tables showing test result data are included. (KG)

2509 ED 026 430

ESEA Title I Projects Evaluation Report 1967, Volume I.

Pittsburgh Public Schools, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—67

Contract—OEC-1-7-000059-0059

Note—698p.

EDRS Price - MF09/PC28 Plus Postage.

Descriptors—Camping, Class Organization, Clinical Diagnosis, Communication Skills, *Compensatory Education, Current Events, *Disadvantaged Youth, Educational Television, *Federal Programs, Hearing Therapy, Music Education, Preschool Education, Remedial Reading, School Aides, School Social Workers, Social Development, Speech Therapy, Vocational Education

Identifiers—Elementary Secondary Education Act Title I, Pennsylvania, Pennsylvania (Pittsburgh)

Reports of Pittsburgh's 1967 ESEA Title I projects are presented in two volumes. The 17 reports in Volume I, which adhere to the procedures established in an evaluation model, are of programs in communication skills, camping, vocational education, music, standard English, social development, revised class organization, remedial reading by means of reduced class size, exposure to current events through television, kindergarten and preprimary activities, and the use of library aides, school social workers, and speech and hearing mobile units. (See UD 007711 for reports in Volume II.) (EF)

2510 ED 020 093

BROWN, DON

REMEDIAL READING ACTIVITIES–AN IDEA BOOK.

Oregon Univ., Eugene. School of Education.

Pub Date—FEB67

Note—22P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Elementary School Students, *Instructional Materials, Language Fluency, *Phonics, Reading Comprehension, *Reading Games, Reading Rate, *Reading Skills, *Remedial Reading, Structural Analysis, *Teacher Developed Materials, Word Recognition, Word Study Skills

ONE HUNDRED FORTY-TWO GAMES AND LEARNING ACTIVITIES FOR TEACHING REMEDIAL READING SKILLS ARE COMPILED IN THE AREAS OF PHONICS, FUNCTIONAL SKILLS, STRUCTURAL ELEMENTS, BLENDING, COMPREHENSION, FLUENCY AND RATE, AND WORD RECOGNITION. GAME PROCEDURES, MATERIALS NEEDED, AND DIRECTIONS FOR SIMPLE CONSTRUCTION ARE GIVEN. READILY AVAILABLE OR SIMPLY MADE MATERIALS ARE EMPHASIZED. A 19-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR $.80 AS "CURRICULUM BULLETIN," VOLUME 23, NUMBER 275, FEBRUARY 1967 FROM THE SCHOOL OF EDUCATION, UNIVERSITY OF OREGON, EUGENE 97403. (CM)

2511 ED 018 345

PURDY, ROBERT J. AND OTHERS

READING DIAGNOSTIC APPROACHES.

Los Angeles City Schools, Calif.

Pub Date—68

Note—39P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Auditory Discrimination, Instructional Materials, *Learning Motivation, Library Material Selection, *Observation, Oral Reading, *Reading Diagnosis, *Reading Difficulty, Visual Discrimination, Word Recognition

A DIAGNOSTIC KIT DESIGNED TO HELP CLASSROOM TEACHERS DIAGNOSE READING DIFFICULTIES MORE ADEQUATELY AND MOTIVATE PUPILS MORE EFFECTIVELY IS PRESENTED. SUGGESTIONS ARE APPLICABLE TO LOWER PRIMARY CHILDREN. DIAGNOSTIC TECHNIQUES ARE OUTLINED FOR SUBJECTIVE AND OBJECTIVE OBSERVATION OF LANGUAGE ABILITY, VISUAL PERCEPTION SKILLS, AUDITORY DISCRIMINATION, AND DIRECTIONAL SKILL. SUGGESTIONS FOR FORMAL AND INFORMAL ASSESSMENT OF ORAL READING, WORD ATTACK, PERSONALITY, AND HOME BACKGROUND ARE INCLUDED. REMEDIAL TECHNIQUES FOR DEALING WITH PERSISTENT READING DIFFICULTIES ARE PRESENTED IN DETAIL. HIGH INTEREST, LOW VOCABULARY BOOKS ARE LISTED WITH GRADE LEVELS. A BIBLIOGRAPHY IS PROVIDED. (MC)

2512 ED 017 400

BLICK, ELINOR AND OTHERS

GUIDE FOR REMEDIAL READING IN THE ELEMENTARY SCHOOL, GRADES TWO THROUGH EIGHT.

Evansville-Vanderburgh School Corp., Ind.

Pub Date—67

Note—102P.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiovisual Aids, *Curriculum Guides, Diagnostic Tests, Elementary Education, Junior High Schools, Oral Reading, Reading Comprehension, Reading Diagnosis, *Reading Material Selection, *Remedial Reading, Vocabulary Development, Word Recognition

THE REMEDIAL READING PROGRAM OF THE EVANSVILLE-VANDERBURGH SCHOOL CORPORATION IS CONCERNED WITH INDIVIDUAL STUDENTS WHOSE READING LEVEL INDICATES A DISCREPANCY BETWEEN PERFORMANCE AND CAPACITY FOR LEARNING. THE GUIDE WAS DESIGNED FOR USE IN GRADES 2 THROUGH 8 AND IS DIVIDED INTO THREE AREAS– (I) DIAGNOSIS, INCLUDING SELECTED INTELLIGENCE TESTS, SELECTED READING TESTS, AND USE OF REPORTING OF RESULTS, (11) MATERIALS AND FACILITIES, INCLUDING AUDIOVISUAL AIDS, AND (III) TECHNIQUES FOR TEACHING VOCABULARY, INCREASING COMPREHENSION, IMPROVING ORAL READING ABILITIES, AND MOTIVATING RECREATIONAL READING. AN ANECDOTAL RECORD, A WEEKLY PLAN SHEET, AND A YEAR-END CHECK SHEET ARE SUGGESTED AS AIDS. A BIBLIOGRAPHY OF PROFESSIONAL BOOKS AS WELL AS BOOKS FOR CHILDREN IN GRADES 1 THROUGH 6 ARE INCLUDED. THE APPENDIX CONTAINS VARIOUS DATA AND INFORMATIONAL SHEETS. (JM)

2513 ED 015 830

KRIPPNER, STANLEY

INSTRUCTIONAL MATERIALS AND METHODS FOR THE DISADVANTAGED PUPIL WHO IS RETARDED IN READING.

Maimonides Medical Center, Brooklyn, N.Y.

Pub Date—JUL66

Note—29P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, Corrective Reading, *Disadvantaged, Disadvantaged Youth, Early Experience, *Early Reading, *Instructional Materials, *Preschool Education, *Reading Difficulties, Reading Instruction, Reading Programs, Remedial Reading

Identifiers—Maimonides Medical Center NY, NEW YORK, New York (Brooklyn)

TEN PROGRAMS REVIEWED IN THIS PAPER ILLUSTRATE WHAT CAN BE DONE FOR CULTURALLY DISADVANTAGED RETARDED READERS. THE MONTESSORI APPROACH EMPHASIZES INTRINSIC MOTIVATION AND USES SENSE-STIMULATING MATERIALS AND DEVELOPMENTAL ACTIVITIES FOR PERCEPTUAL AND COGNITIVE GROWTH. THE BANNEKER PROGRAM ENRICHES ITS INTENSIVE PRESCHOOL PROGRAM WITH EXPERIENCES IN SPEAKING, LISTENING, AND ALL KINDS OF PREREADING SITUATIONS. THE MAURY SCHOOL READING PROGRAM IS BASED ON EXPERIENCE STORIES WRITTEN BY THE CHILDREN, WHILE THE ASHTON-WARNER APPROACH TO READING INSTRUCTION IS BASED ON WORDS THE CHILD WANTS TO LEARN. THE AMIDON SCHOOL DESIGNED CURRICULUM TRACKS FOR TRANSFER STUDENTS AND USES THE PHONOVISUAL TECHNIQUE FOR BEGINNING READERS. LIKE THESE PROGRAMS, THE GREAT CITIES PROGRAM, THE ARTHUR SCHOOL, THE PRINCE EDWARD FREE SCHOOL ASSOCIATION, THE HIGHER HORIZONS PROGRAM, AND THE WORK-STUDY PROGRAM ARE ALL DESIGNED TO IMPROVE THE ACHIEVEMENT OF CULTURALLY DISADVANTAGED CHILDREN AND TO DEMONSTRATE THE NEED FOR INDIVIDUAL ATTENTION. THE IMPORTANCE OF INTERESTING MANIPULATIVE MATERIALS, THE TEACHER'S ROLE IN GUIDING THE CHILD TO BETTER ACHIEVEMENT, AND THE ADVANTAGES OF EARLY ATTENTION. PRESCHOOL PROGRAMS ARE MORE EFFECTIVE IN PREVENTING THE DISADVANTAGED CHILD FROM BECOMING A RETARDED READER THAN ANY AMOUNT OF REMEDIAL OR CORRECTIVE HELP LATER. THIS PAPER WAS PRESENTED AT THE READING INSTITUTE SPONSORED BY SCIENCE RESEARCH ASSOCIATES (SAN ANTONIO, JULY 18-22, 1966). (NS)

2514 ED 012 216

COVEY, CATHERINE

READING MANUAL, A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN READING REMEDIATION.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date—67

Note—80P.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Content Area Reading, Educational Media, *Elementary Education, Guides, Reading Diagnosis, Reading Difficulties, *Reading Instruction, Reading Materials, Reading Processes, *Reading Programs, Reading Tests, Remedial Programs, *Remedial Reading, Resource Materials, State Curriculum Guides, *Teaching Guides, Workshops

Identifiers—Illinois (Springfield), National Defense Education Act Title III

THE IMPORTANCE OF ADAPTING READING INSTRUCTION TO EACH CHILD'S NEEDS IS STRESSED IN THIS HANDBOOK FOR TEACHERS OF REMEDIAL READING. INFORMATION IS ORGANIZED AROUND SIX TOPICS–(1) THE NATURE OF THE READING PROCESS, (2) CRITERIA FOR A GOOD ELEMENTARY READING PROGRAM, (3) REMEDIAL READERS, THE SYMPTOMS AND CAUSES (PHYSICAL, INTELLECTUAL, EDUCATIONAL, EMOTIONAL, AND ENVIRONMENTAL), (4) PRINCIPLES AND TECH-

NIQUES OF DIAGNOSING REMEDIAL READERS, BOTH FORMAL AND INFORMAL PROCEDURES, (5) THE REMEDIAL READING PROGRAM, ITS BASIS, SCOPE, OBJECTIVES, AND PROCEDURES, AND (6) REMEDIAL READING IN THE TOTAL SCHOOL WITH EMPHASIS ON READING IN THE CONTENT AREAS. INCLUDED IN THE APPENDIXES ARE SELECTED ACTIVITIES AND EXERCISES FOR TEACHING READING IN THE ELEMENTARY SCHOOLS, SOME CRITERIA FOR THE SELECTION AND EVALUATION OF READING MATERIALS, LISTS OF TEACHERS' BOOKS FOR USE WITH REMEDIAL READERS, ADDRESSES OF PUBLISHERS, ESSENTIAL READING MATERIALS FOR EVERY CLASSROOM, AND REMEDIAL READING WORKBOOKS, SUPPLIES, AUDIOVISUAL MATERIALS, SUPPLEMENTARY READERS, AND ENRICHMENT SERIES. SEVERAL ADDITIONAL REFERENCE LISTS, READING INVENTORIES AND CHECKLISTS, AND A LIST OF DIAGNOSTIC READING TESTS ARE GIVEN. (LS)

ELEMENTARY/ SECONDARY

2600 ED 174 948

Baker, Linda

Do I Understand or Do I Not Understand: That is the Question. Reading Education Report No. 10.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 79

Contract—400-76-0116; N00123-77-C-0622

Note—27p.

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Critical Reading, Elementary Secondary Education, Higher Education, *Questioning Techniques, *Reading Comprehension, *Reading Processes, *Reading Research

Identifiers—*Center for the Study of Reading (Illinois)

This paper is intended as an introduction to the concept of comprehension monitoring, which is an important component of reading and involves evaluating and regulating one's ongoing comprehension processes. A discussion of research that investigated comprehension monitoring with both children and adults is presented and the implications for education are considered with respect to existing factors that influence the development of monitoring strategies. (Author/MKM)

2601 ED 172 189

Schallert, Diane L. Kleiman, Glenn M.

Some Reasons Why Teachers are Easier to Understand than Textbooks. Reading Education Report No. 9.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Contract—400-76-0116

Note—17p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Elementary Education, *Learning Processes, Listening Comprehension, *Reading Comprehension, *Reading Research, *Student Teacher Relationship, *Teacher Guidance, Teaching Methods, Textbook Content, Written Language

Identifiers—*Center for the Study of Reading (Illinois)

To determine why some children find textbooks to be much more difficult to understand than teachers' presentations, four reading selections for middle grade readers were analyzed, as were tape recorded lessons prepared by ten teachers on the basis of the same selections. Excerpts from one of the written passages and excerpts and analysis of one teacher's presentation suggest four general advantages that teachers have over textbooks in getting children to understand and remember the material presented: they can tailor their messages to the background and level of understanding of the children in their classes; they can remind students of relevant information they already know and help them to see how new information is related to prior knowledge; they can focus students' attention on a passage as a whole or on selected parts of a passage; and they can monitor comprehension. The results of the study point to ways that textbook authors may modify written passages so as to minimize their limitations, as well as to ways that teachers can optimize their classroom presentations and their reading comprehension instruction. (GT)

2602 ED 172 188

Collins, Allan Haviland, Susan E.

Children's Reading Problems. Reading Education Report No. 8.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Contract—400-76-0116

Note—19p.

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, Decoding (Reading), Elementary Education, Learning Processes, *Reading Comprehension, Reading Diagnosis, *Reading Difficulty, *Reading Instruction, *Reading Research, *Reading Tests

Identifiers—*Center for the Study of Reading (Illinois)

This paper reviews recent research to determine why children encounter problems understanding what they read. Four points are discussed as especially relevant to children's problems in reading comprehension: (1) reading differs from early language experiences, and an analysis of these differences can indicate likely sources of reading difficulty; (2) reading is a process that involves constructing hypotheses based on prior knowledge, while a lack of such knowledge can lead to incorrect hypotheses; (3) the emphases on decoding skills in early grades often engages children in essentially meaningless reading activities, giving the impression that reading has no purpose; and (4) an entirely new set of strategic skills is needed for functional reading tasks such as reading textbooks or following instructions, tasks for which no foundation has been laid. Implications for testing are discussed, including the use of an individualized approach that embeds testing in the ongoing reading and writing activities in which the student is engaged. (DF)

2603 ED 156 777

Project Catch-Up: Project Information.

Newport-Mesa Unified School District, Newport Beach, Calif.

Pub Date—May 77

Note—41p.; For related documents, see ED 127 573 and ED 129 947-948

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compensatory Education, Diagnostic Teaching, Elementary Secondary Education, Individualized Programs, Instructional Materials, Program Content, *Program Descriptions, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, *Underachievement

Identifiers—*California

Originally supported by Title I, this project is designed to provide remedial instruction in reading and arithmetic to underachieving children in schools serving low economic level suburban areas. Participants enrolled in the project in kindergarten through grade 8 have placed in the lowest quartile in either reading or math in the chosen normative test. Elements of the project include colorful classroom size laboratories, newest high interest instructional materials and teaching machines. Major emphasis is placed on diagnosis of learning problems, prescribing for individual learning, offering instruction in a lab and employing part time veteran teachers as well as instructional assistants and parents. In this project students participate in daily half hour sessions on a ratio of about three students to one teacher. Students work at their own pace on materials geared to their own diagnosed needs and abilities. Their progress is measured by continuous criterion referenced testing as well as pre and post testing on normative tests. A descriptive list of sources for instructional materials in reading and math is included. (Author/AM)

2604 ED 128 771

Scales, Alice M. And Others

A Community Operated After School Reading Program.

Pub Date—[76]

Note—17p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Education, *After School Programs, Community Involvement, Curriculum Guides, Elementary Secondary Education, Program Descriptions, *Reading Improvement, Reading Instruction, *Remedial Programs, *Remedial Reading, *Tutoring

This after-school remedial reading program is designed to make it possible for people without extensive training to improve the reading skills of community children. Competencies to be achieved, criterion behaviors for instructors, criterion behaviors for children, and instructional materials are outlined. Suggestions are included for budget guidelines (based on four instructors, four aides, and sixty pupils), staff qualifications, and evaluation procedures. (AA)

2606 ED 124 882

Olds, Gwendolyn Beyer, Walter

Curriculum Guide for Reading Program within the Seventh-Grade English Classes.

Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.

Pub Date—74

Note—86p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Techniques, Curriculum Guides, *English Instruction, Grade 7, Individualized Instruction, *Individualized Reading, Remedial Programs, *Remedial Reading, Secondary Education

In this program, designed to help remedial reading students in the English classroom, each student's reading skill needs will be diagnosed and the resultant data will be applied to methods of catering to individual needs within the class group. Students will be judged by what they produce to fulfill their individual needs. The document contains a general plan for the reading program; a discussion of specific methods of assisting growth in reading skills (including guides for vocabulary, instructional framework, reading, and reasoning); and discussions of specific skill development and materials. Additional material consists of an instructional outline and guides for "Shane"; a pretest of "Shane"; and eight appendixes, including a graph for estimating readability, a taxonomy of cognitive behavior, a bibliography, and lists of pupil materials and reading skill needs. (JM)

2607 ED 098 586

Wong, Florence Bowling, Barbara

Using Your Daily Newspaper to Teach Remedial Reading.

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date—[70]

Note—18p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Intermediate Grades, Junior High School Students, *Newspapers, Reading Instruction, Reading Programs, Reading Skills, *Remedial Reading, Slow Learners, Student Motivation, Teaching Guides, Writing Skills

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions for using the newspaper to teach remedial reading to junior high school students. Program A discusses a reading program built on motivation and contemporary materials to reach students who are completely turned off by standard reading books. Program B describes teaching literature and developmental reading to seventh and eighth grade students of mixed abilities, and also contains a suggestion that the newspaper has high potential for individualized instruction. (SW)

2608 ED 098 585

Using Your Daily Newspaper to Turn On the Resistant Reader.

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date—[73]

Note—30p.; Some pages have marginal reproducibility due to small type

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P. O. Box 3350, Honolulu, Hawaii 96801 (write for price)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, Elementary Education, Junior High School Students, *Newspapers, Reading Ability, Reading Difficulty, *Reading Games, Reading Interests, Reading Skills, *Remedial Reading, *Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the daily newspaper to "turn on" the resistant reader. Sample materials describe how to use the 5 w's (who, what, where, when, why) and a H (how) to answer questions, read without words, play beginner's bridge, use comics for learning, watch television, use puzzles for building vocabulary, pretend to be an announcer on the air, and pretend to be "Dear Abby." Also included are ideas for job hunting, choosing a car, playing games with sports, astrological forecasting, writing responses to

editorials, finding out more about restaurants, studying geography, and keeping up the the latest fashions. (SW)

2609 ED 075 778

Robbins, Edward L.

Tutors Handbook.

National Reading Center, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—73

Note—78p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Lesson Plans, Reading Comprehension, Reading Failure, *Reading Instruction, *Reading Skills, *Teaching Guides, Tutorial Programs, *Tutoring

Identifiers—National Reading Center Foundation

The purpose of this handbook, which was developed by the National Reading Center, is to bring to each child who is having trouble learning to read a trained tutor to give him the right kind of help. Sections are given to explaining some characteristics of children who have reading problems, outlining some general principles of successful tutoring, listing tutoring tips, describing the major areas of reading skills, and providing a reading skills checklist. The rest of the handbook provides sixty sample lessons, each accompanied by a behavioral objective, for developing various reading skills. (See CS 000 462 for related document.) (HS)

2610 ED 063 576

Dietrich, Dorothy M.

A Diagnostic Approach to Corrective Reading in the Classroom.

Pub Date—May 72

Note—6p.; Paper presented at the annual convention of International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Directed Reading Activity, *Individualized Instruction, *Reading Diagnosis, Reading Improvement, Reading Instruction, *Reading Skills, *Teacher Role, *Teaching Methods

To meet the needs of students reading below their potentials, teachers must learn more about the reading process, become more diagnostic in determining pupils' strengths and weaknesses, and couple their knowledge of reading with an understanding of pupil deficiencies to plan a program to improve the child's ability to read. Diagnosis, though important, cannot consume most of the teacher's time. At the beginning of the year the teacher may ascertain a child's instructional reading level by consulting school records and by administering informal reading inventories and teacher-made exercises. Further, the child's basic area of weakness should be assessed, though his strong skills should be utilized in improving weak areas. During ensuing learning experiences notations about the pupil's reading performance should be made, perhaps on 3x5 cards for periodic summary on a profile card. Teachers hesitant about full commitment to complete individualization can increase the flexibility of their instruction by offering a considerable number of independent activities for the majority of the class, freeing themselves to work with smaller groups. All pupils deserve opportunities to spend time in reading widely--regardless of their reading proficiency. (Author/RD)

2611 ED 057 583

Barley, Steven D.

A Visual Literacy Approach to Developmental and Remedial Reading.

Eastman Kodak Co., Rochester, N.Y.

Pub Date—Jun 69

Note—37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, *Developmental Reading, *Photographs, *Reading Instruction, *Remedial Reading, Teaching Methods, Visual Learning, *Visual Literacy

Photography, films, and other visual materials offer a different approach to teaching reading. For example, photographs may be arranged in sequences analogous to the ways words form sentences and sentences for stories. If, as is possible, children respond first to pictures and later to words, training they receive in visual literacy may help them learn to read. Ordering a series of photographs offers the child a chance to talk about what happens in the story. Then a child makes his own story. As he does so, he can condense each picture to a word or phrase. He learns new vocabulary. As his vocabulary increases, he becomes better prepared to deal with print. This method has the advantages of building new skills on the strong base of the student's innate or learned abilities, improving the child's self-concept, integrating cognitive, affective, and psychomotor elements into the reading program, using several media to help the child cope with his environment, and providing a strong stimulus for even very young and hard to motivate children. An appendix provides narration to a slide presentation explaining visual literacy. (JK)

2612 ED 052 193

Clarke, Edward J.

Remedial Reading in the English Class.

Pub Date—71

Note—8p.

Journal Cit—Connecticut English Journal; v3 n2 p8-15 Spr 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Objectives, *English Instruction, *Remedial Reading, *Teacher Role, *Teaching Methods

Remedial reading, or the teaching of the ability to decode and comprehend, taxes the skills and ingenuity of the English teacher. This problem, however, must be tackled on a day-to-day basis. Remedial reading programs can be made effective by utilizing the following techniques: a daily 5-minute quiz which embraces previously covered material; a brief period of dictation, which emphasizes accuracy; improvised lessons on verb tenses, using the students' daily notes; games; student-created booklets or other projects to be completed at home; at least three totally different tasks to be completed during every class period; exercises to develop basic skills, which is the most important phase of any reading program; and developing a cordial atmosphere where true learning can take place. (DB)

2613 ED 051 174

Curriculum Guide in Reading. Remedial Reading, Grades 3-12.

Indiana State Office of the State Superintendent of Public Instruction, Indianapolis.

Pub Date—69

Note—116p.; Second Edition

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Guides, *Elementary Education, *Reading Instruction, *Remedial Reading, *Secondary Education

GRADES OR AGES: Grades 3-12. SUBJECT MATTER: Remedial reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters. It is offset printed and edition-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the program are outlined in the first chapter. Subsequent chapters present a plan for organizing a summer program for students at three different ability levels and list numerous activities under four categories-basic reading skills, work attack skills, comprehension and leisure reading, and study skills and content reading. Sample lessons in basic reading skills at the primary and secondary level are included. INSTRUCTIONAL MATERIALS: Appendixes contain a bibliography of teacher references and a list of materials and equipment, which includes books, workbooks, mechanical devices, magazines, filmstrips, and programed materials. Appropriate reading level is indicated for most materials listed. STUDENT ASSESSMENT: Detailed guidelines for diagnosing a student's reading level and evaluating his progress are presented. Sample forms are included. An appendix contains an annotated list of standardized tests. (RT)

2614 ED 049 899

Developmental Reading, Grades 7-9.

Rochester Public Schools, Minn.

Pub Date—69

Note—145p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Content Area Reading, *Curriculum Guides, Developmental Reading, Individualized Reading, *Junior High Schools, Reading Comprehension, Reading Diagnosis, Reading Materials, *Reading Programs, *Reading Skills, *Sequential Approach, Study Skills, Vocabulary Development

A reading program for junior-high-school students is outlined in this curriculum guide, which shows how multiple materials and approaches may be utilized to teach reading in the various curriculum areas. The program is recommended for use in the first semester of the seventh grade, the second semester of eighth grade, and as an elective in either semester of grade 9. Remedial reading students who receive small-group instruction are not included in the seventh- and eighth-grade programs. Seventh- and eighth-grade reading classes meet 55 minutes daily for a semester. Suggested time allotments are common skills, 6 weeks; social studies, 3 weeks; science, 3 weeks; literature, 4 weeks; and mathematics, 1 week. In the guide, each of the above five sections is divided into the skill areas of vocabulary, basic thought relationships (comprehension), mechanics, locating and using materials, and study skills and is further subdivided within skill areas. The guide provides the general tract for most students and alternate activities and materials for those students either deficient or proficient in reading skills. The ninth-grade program stresses individual achievement and self-motivation. A bibliography of materials and a ninth-grade student self-analysis form are included. (DH)

2615 ED 023 554

Dodd, Gerald

Improving Reading Skills in Regular English Classes, Grades 7-9. An Instructional Bulletin.

Los Angeles City Schools, Calif.

Report No.—LACS-SC-648

Pub Date—68

Note—25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comprehension, Critical Reading, *Curriculum Guides, Educational Media, *English Instruction, Intellectual Development, *Junior High Schools, Locational Skills (Social Studies), Oral Reading, Reading Diagnosis, *Reading Instruction, *Reading Skills, Reading Tests, Silent Reading, Standardized Tests, Teaching Methods, Vocabulary Development

Descriptions of suggested teaching procedures are given for each item in the "Reading Skills" sequence of the "Junior High School English Course of Study" (Los Angeles City Schools publication X-66). This information includes suggested diagnostic procedures such as standardized tests, observation of pupils, oral reading surveys, and silent reading with a comprehension checkup; a specific plan for teaching a reading lesson; and suggested procedures for teaching comprehension skills, vocabulary development skills, and locational skills. (JB)

2616 ED 021 703

Smiley, Marjorie B.

Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas. Final Report.

City Univ. of New York, N.Y. Hunter Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—PROJ-H-022 (CRP-H-022)

Bureau No.—BR-5-0687

Pub Date—Jan 68

Contract—OEC-SAE-3-10-015

Note—94p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Curriculum Development, *Disadvantaged Youth, *Junior High Schools, *Language Arts, *Poverty Areas, Reading Difficulties, Remedial Reading, Student Motivation, Study Skills, Teaching Methods, Unit Plan

The Hunter College Project English Curriculum Center (1962-68) developed and field tested 14 units in English language arts for junior high school students in depressed urban areas who were reading an average of 2 years below grade. The purpose of the curriculum was to interest and motivate students by providing them with literature related to their own lives and by involving them in language activities related to their concerns. The anthologies which served as the core of these units dealt with human interest themes and included selections about minority groups. Each unit included a detailed manual for teachers, supplementary audiovisual materials, and an annotated book list for individualized reading. The methodology emphasized active learning and learning sequences which would aid students to discover concepts and principles. Special attention was given to study and test-taking skills. These units were field tested in schools in New York, Ohio, Florida, and California. Approximately 5,000 students participated. Teachers, students, and independent observers judged the units relevant to student interests, motivating, and teachable. Schools which reported reading scores generally showed that students in the experimental program achieved gains equal to or better than comparable to control groups.

2617 ED 019 601
SMITH, EDWIN H. AND OTHERS
TECHNIQUES FOR TEACHING REMEDIAL CASES.
Florida State Dept. of Education, Tallahassee.
Report No.—BUL-71H-5
Pub Date—MAY66
Note—24P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Bibliographies, *Reading Diagnosis, *Reading Difficulty, *Remedial Reading, *Teaching Methods
A DISABLED READER, DEFINED AS A PERSON WHO SHOWS A SERIOUS DEFICIT IN READING ABILITY, CAN BE ONE OF TWO TYPES–CORRECTIVE CASE (IN WHOM THE CAPACITY TO LEARN IS INTACT BUT OTHER FACTORS HAVE INHIBITED PROGRESS IN READING) AND REMEDIAL CASE (A STUDENT WHOSE READING DISABILITY HAS A MORE SERIOUS CAUSE AND CANNOT BE REMOVED). IT IS THE CAUSE OF DISABILITY, NOT THE AMOUNT OF DISABILITY, THAT PLACES A STUDENT IN EITHER CLASSIFICATION. IN PART ONE OF THIS GUIDE, IDENTIFICATION OF THE REMEDIAL CASE IS DISCUSSED. PART TWO DESCRIBES METHODS OF TEACHING THE REMEDIAL CASE–FERNALD MODIFIED VAKT, COOPER, ASSOCIATION, HEGGE-KIRK-KIRK, HELLER, MODIFIED MONTESSORI, INITIAL TEACHING ALPHABET, BLOOMFIELD-BARNHART, GILLINGHAM-STILLMAN, AND SULLIVAN ASSOCIATES PROGRAMMED READING. PART THREE IS A BIBLIOGRAPHY. (AJ)

2618 ED 016 595
MARKS, RUTH A.
GUIDELINES FOR THE REMEDIAL READING PROGRAM.
Idaho State Dept. of Education, Boise.
Pub Date—MAY65
Note—22P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Guidelines, *Reading Centers, Reading Diagnosis, Reading Difficulty, Referral, *Remedial Programs, *Remedial Reading, *State Curriculum Guides
THIS GUIDE FOR SETTING UP REMEDIAL READING PROGRAMS IN IDAHO SCHOOLS EMPHASIZES THE IMPORTANCE OF PREVENTING READING DIFFICULTIES. THE GUIDE MAINTAINS THAT WHILE A REMEDIAL READING PROGRAM PRIMARILY DIAGNOSES READING DIFICULTIES AND PROVIDES THE NECESSARY REMEDIAL TREATMENT, THE PROGRAM ALSO SUPPLEMENTS THE REGULAR CLASSROOM READING PROGRAM. TO HELP TEACHERS IDENTIFY PUPILS NEEDING REMEDIAL READING INSTRUCTION, CRITERIA ARE SUGGESTED FOR JUDGING PROSPECTIVE REFERRALS. THE DUTIES OF THE ADMINISTRATIVE STAFF, THE REMEDIAL READING TEACHER, THE REGULAR CLASSROOM TEACHER, AND OF THE PARENTS CONCERNED ARE ALSO CONSIDERED, SINCE THE EFFECTIVENESS OF THE PROGRAM DEPENDS ON THEIR COOPERATIVE EFFORTS. THE MINIMUM STANDARDS PRESCRIBED BY THE INTERNATIONAL READING ASSOCIATION ARE RECOMMENDED AS GUIDES FOR IDENTIFYING THE READING SPECIALIST. SAMPLES OF FORMS USED FOR KEEPING ACCURATE AND UP-TO-DATE RECORDS OF EACH REFERRAL'S PROGRESS ARE ENCLOSED. (NS)

2619 ED 016 593
CAREFOOT, JUDITH
IDENTIFYING AND MEETING THE INDIVIDUAL NEEDS OF CHILDREN IN READING, STATE-WIDE READING WORKSHOP (LINCOLN, NEBRASKA, MARCH 31 - APRIL 1, 1967). FINAL REPORT.
Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.; Nebraska State Dept. of Education, Lincoln.
Pub Date—67
Note—72P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Corrective Reading, Creative Reading, Critical Reading, *Individual Needs, Reading Difficulty, *Reading Instruction, *Remedial Reading, *Teacher Workshops, *Teaching Methods
DURING EACH OF THE FOUR SESSIONS REPORTED, A READING EXPERT SPOKE ON ONE OF THE FOLLOWING TOPICS–(1) REMEDIAL READING, (2) THE MID-CONTINENTAL REGIONAL EDUCATIONAL LABORATORY READING PROGRAM AND MEETING INDIVIDUAL NEEDS, (3) READING AS REASONING, AND (4) THE CONTROVERSY OVER INSTRUCTIONAL TECHNIQUES. THE PARTICIPANTS DISCUSSED EACH TOPIC EXTENSIVELY IN SMALL DISTILLATION GROUPS AND ELECTED REPRESENTATIVES TO A PANEL DISCUSSION WHICH ENDED EACH SESSION. IT WAS RESOLVED THAT REMEDIAL READING SHOULD BE A PART OF DAILY INSTRUCTION, THAT READING DIFFICULTIES COULD BE PREVENTED THROUGH A BALANCED, FLEXIBLE, AND CONTINUOUS READING PROGRAM, THAT READING SHOULD BE TAUGHT AS A REASONING PROCESS, AND THAT TEACHERS SHOULD LOOK FOR THE TECHNIQUE OR COMBINATION OF TECHNIQUES BY WHICH EACH CHILD LEARNS BEST. THIS REPORT ALSO INCLUDED THE QUESTIONS ASKED, THE PROBLEMS UNRESOLVED, THE RESOLUTIONS MADE, AND THE RECOMMENDATIONS GIVEN DURING EACH OF THE FOUR SESSIONS. THIS DOCUMENT IS THE FINAL REPORT OF THE STATE-WIDE READING WORKSHOP (LINCOLN, NEBRASKA, MARCH 31-APRIL 1, 1967). (NS)

2620 ED 015 109
HOUSTON, CAMILLE OTTO, WAYNE
MECHANICAL AIDS IN THE TEACHING OF READING.
Wisconsin Univ., Madison. Research and Development Center for Learning and Re-Education.
Report No.—BR-5-0216-WP-3; WP-3
Pub Date—JAN67
Contract—OEC-5-10-154
Note—18P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Educational Media, *Instructional Materials, *Reading Instruction, *Remedial Reading
Identifiers—MADISON, RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND REEDUCATION, UNIVERSITY OF WISCONSIN, WISCONSIN
A SURVEY OF THE MECHANICAL AIDS AVAILABLE FOR THE TEACHING OF READING WHICH DESCRIBES THEIR OPERATION, THEIR COST, AND LIMITATIONS IS PRESENTED TO PROVIDE SCHOOL PERSONNEL WITH SOME INFORMATION ABOUT MECHANICAL AIDS IN GENERAL AND ABOUT SELECTED PROTOTYPICAL DEVICES IN PARTICULAR. EDUCATORS CAN OBTAIN FURTHER INFORMATION ABOUT THE DEVICES FROM THE MANUFACTURER WHOSE ADDRESS IS INCLUDED WITH EACH DESCRIPTION. THE DEVICES DESCRIBED FALL INTO FOUR CATEGORIES–TACHISTOSCOPES, ACCELERATORS, PACERS, AND MULTIMEDIA PRESENTATIONS, SUCH AS THE LANGUAGE MASTER AND THE CALIFONE REMEDIAL READING LABORATORY. SOME OF THE RESEARCH RELATED TO THESE DEVICES IS DISCUSSED. REFERENCES AND ILLUSTRATIONS ARE PROVIDED. (RH)

2621 ED 012 278
DEERING, ALBERT R.
THE HOMEWORK HELPER TUTOR MANUAL.
Pub Date—JUN66
Note—112P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—After School Education, Audiovisual Aids, Compensatory Education, Curriculum, Grade 3, Grade 4, Grade 5, Grade 6, High School Students, Homework, Individual Instruction, *Instructional Materials, Language Arts, Program Descriptions, Remedial Mathematics, Remedial Reading, Science Education, Student Characteristics, Student Teacher Relationship, Study Centers, Study Habits, Study Skills, *Teaching Guides, *Teaching Methods, *Tutoring
Identifiers—HOMEWORK HELPER PROGRAM
THIS MANUAL FOR TUTORS IN THE MOBILIZATION FOR YOUTH-NEW YORK CITY BOARD OF EDUCATION HOMEWORK HELPER PROGRAM IS DESIGNED TO SUPPLEMENT THE TRAINING AND SUPERVISION THAT THE TUTORS RECEIVE FROM THE MASTER TEACHERS. THE PROGRAM EMPLOYS HIGH SCHOOL STUDENTS AS TUTORS FOR OTHER STUDENTS AT ALL GRADE LEVELS–ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL. TO GUIDE THE TUTORS IN THEIR WORK, THIS TRAINING MANUAL CONTAINS THE FOLLOWING INFORMATION–(1) A DISCUSSION OF THE CHARACTERISTICS OF CHILDREN IN THE THIRD TO SIXTH GRADES WHO WILL BE RECEIVING TUTORING, (2) AN OUTLINE OF SEVERAL ELEMENTARY SCHOOL CURRICULUMS, (3) A DISCUSSION OF TUTORING METHODS AND METHODS OF DEVELOPING RAPPORT WITH THE PUPILS, (4) A DESCRIPTION OF A TUTORING CURRICULUM AND A DISCUSSION OF SOME MATERIALS FOR READING AND MATHEMATICS INSTRUCTION, AND (5) A GUIDE FOR LESSON PLANNING AND MAINTAINING RECORDS. A LARGE PORTION OF THE MANUAL CONTAINS SOME TUTORS' DESCRIPTIONS OF THEIR TEACHING TECHNIQUES. (JL)

2622 ED 011 831
HODDER, VELMA AND OTHERS
A POSITION PAPER ON THE TEACHING OF READING, DEVELOPMENTAL AND CORRECTIVE.
Nebraska State Dept. of Education, Lincoln.
Pub Date—DEC65
Note—112P.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Corrective Reading, Curriculum Guides, *Developmental Reading, *Elementary Education, Reading Difficulty, Reading Instruction, Reading Materials, *Reading Programs, Reading Readiness, Reading Tests, *Remedial Reading, *Secondary Schools, Staff Role, Student Evaluation, Teaching Guides
THE BASIC DEVELOPMENTAL READING PROGRAM IS REVIEWED AS A FOUNDATION FOR SOUND REMEDIAL OR CORRECTIVE PROGRAMS IN A GUIDE FOR THE IMPROVEMENT OF ELEMENTARY AND SECONDARY READING IN NEBRASKA SCHOOLS. THE PRESENTATION IS DEVELOPED AROUND FOUR TOPICS–(1) DEVELOPMENTAL READING (CHILDREN'S GROWTH CHARACTERISTICS AND NEEDS, INSTRUCTIONAL READING LEVEL, READINESS, THE ROLE OF THE KINDERGARTEN, GROUPING, TEACHING A BASIC READING SELECTION, SUGGESTIONS FOR PROGRAM IMPROVEMENT, AND CONTINUOUS EVALUATION), (2) THE EDUCATIONAL, PHYSICAL, EMOTIONAL, LINGUISTIC, AND OTHER CAUSES OF READING DISABILITIES, (3) THE ESTABLISHMENT OF A CORRECTIVE READING PROGRAM (SELECTION OF PERSONNEL AND STUDENTS FOR SPECIAL CLASSES DIAGNOSTIC MATERIALS AND PROCEDURES, ORGANIZATION OF PROGRAM, SELECTION OF MATERIALS, METHODS, ARRANGEMENT OF READING CENTER, EVALUATION OF READING PROGRESS, AND ROLES OF TEACHERS, ADMINISTRATORS, SPECIAL READING TEACHERS, PUPILS, AND PARENTS), AND (4) THE CHALLENGE OF A GOOD READING PROGRAM. INCLUDED IN THE APPENDIXES ARE A PARTIAL LISTING OF BOOKS, WORKBOOKS, GAMES, MAGAZINES, KITS, AND AUDIOVISUAL MATERIALS AND EQUIPMENT FOR RETARDED READERS, AN EXAMPLE OF SKILLS TAUGHT IN A SECOND READER (SECOND LEVEL), AND A BIBLIOGRAPHY OF SELECTED REFERENCES FOR A PROFESSIONAL READING SHELF. (LS)

2623 ED 011 500
ROTH, LOIS H. AND OTHERS
READING PROBLEMS-DIAGNOSIS AND INSTRUCTION, DESIGN FOR DEVELOPING COLORADO READING PROGRAMS, INVITATIONAL READING WORK CONFERENCE (DENVER, FEBRUARY 20-23, 1966).
Colorado State Dept. of Education, Denver.
Pub Date—MAR66
Note—32P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Curriculum Guides, Reading Ability, Reading Consultants, Reading Failure, Reading Instruction, *Reading Processes, *Reading Programs, *Remedial Reading, *Student Evaluation, Teacher Role
Identifiers—Colorado (Denver)
THE RESULTS OF A READING WORK CONFERENCE HELD IN DENVER, COLORADO, IN FEBRUARY 1966, TO DEVELOP GUIDELINES FOR PLANNING AND IMPLEMENTING DIAGNOSTIC READING PROGRAMS, ARE PRESENTED. TOPICS DISCUSSED INCLUDE A DEFINITION OF READING, THE PROCESSES OF READING, THE ROLES OF THE TEACHER, READING CONSULTANT, AND PRINCIPAL, THE RESPONSIBILITY OF THE SCHOOL, PATTERNS OF SUCCESS IN READING CLASSROOM OBSERVATIONS OF PUPILS, THE CAUSES OF READING PROBLEMS, SPECIAL DIAGNOSTIC STUDY, AND RECOMMENDATIONS FOR TEACHERS. CHECKLIST RECORDS OF CLASSROOM OBSERVATION OF PUPILS' READING DURING ORAL REPORTS, ORAL READING AND GROUP INSTRUCTION PERIODS, DRAMATIZATION OF STORIES, SILENT READING SITUATION, AND LISTENING TO A STORY READ ALOUD ARE INCLUDED IN ADDITION TO A SCHOOL RECORD DATA SHEET AND A TEACHER REPORT OF OBSERVATIONS. CONFERENCE PARTICIPANTS ARE LISTED ALONG WITH A SELECTED BIBLIOGRAPHY ON THE TEACHING OF READING. (LS)

2624 ED 002 603
CUTTS, WARREN G.
A MODEL PROGRAM FOR REMEDIAL READING.
Note—20P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, Diagnostic Tests, Individualized Programs, Instructional Materials, Library Facilities, *Motivation Techniques, Personnel Selection, *Program Development, *Reading Centers, *Remedial Reading, Student Needs
Identifiers—DISTRICT OF COLUMBIA
WHENEVER IT BECOMES NECESSARY FOR A PUPIL TO RECEIVE EXTRA HELP OUTSIDE THE REGULAR CLASSROOM, HE IS INVOLVED IN REMEDIAL READING. REMEDIAL INSTRUCTION IS MORE HIGHLY INDIVIDUALIZED THAN REGULAR READING INSTRUCTION, AND IS TAILORED TO INDIVIDUAL NEEDS ON THE BASIS OF DIAGNOSTIC TESTING. MOTIVATION IS IMPORTANT TO ALL REMEDIAL INSTRUCTION, FOR PUPILS HAVE USUALLY EXPERIENCED YEARS OF FAILURE AND FRUSTRATION BEFORE BEING REFERRED FOR REMEDIAL WORK. SUCH FACTORS AS INTELLECT, CONSTITUTION, ENVIRONMENT, EMOTION, AND EDUCATION, ARE RECOGNIZED AS CAUSATIVE IN RELATION TO READING FAILURE. REMEDIAL INSTRUCTION SHOULD NOT BE ATTEMPED WITHOUT SOME FORM OF DIAGNOSTIC TESTING. RESULTS OF DIAGNOSTIC TESTS SHOULD BE REGARDED AS TENTATIVE AND SUBJECT TO REVISION AS THE INSTRUCTIONAL PROGRAM PROGRESSES. DEVELOPMENT OF AN ADEQUATE REMEDIAL READING PROGRAM DEPENDS UPON SUITABLE FACILITIES AND PERSONNEL. REMEDIAL READING TEACHERS SHOULD BE SUCCESSFUL CLASSROOM TEACHERS OF READING AT THE LEVEL ON WHICH THEY ARE TO WORK WITH REMEDIAL CASES. THEY SHOULD HAVE UNIVERSITY TRAINING FOR READING SPECIALISTS OR SHOULD SERVE AN INTERNSHIP IN A READING CLINIC. THE READING CENTER SHOULD HAVE A DIRECTOR, FULL-TIME PSYCHOLOGIST, ASSISTANT TO THE DIRECTOR, AND TWO FULL-TIME SECRETARIES. THE CLINIC TEACHERS SHOULD BE FAMILIAR WITH BOTH GROUP AND PLAY-THERAPY TECHNIQUES. INSTRUCTION SHOULD BE HIGHLY INDIVIDUALIZED. THE READING CENTER AND EACH READING CLINIC SHOULD BE EQUIPPED WITH LARGE QUANTITIES OF READING MATERIALS OF EVERY DESCRIPTION ON EVERY INSTRUCTIONAL LEVEL AND IN EVERY AREA OF INTEREST. THE MAIN LIBRARY AND MATERIALS LABORATORY SHOULD BE LOCATED IN A READING CENTER. EACH CLINIC SHOULD BE EQUIPPED WITH A 16MM SOUND PROJECTOR, AT LEAST TWO FILM STRIP PROJECTORS, AND AT LEAST FOUR TAPE RECORDERS. DETAILED DESCRIPTIONS TO ASSIST IN PLANNING THE DESIGN OF THE READING CENTER ARE INCLUDED.

2625 ED 002 602
ALTMAN, PAULINE
MORGAN STATE COLLEGE, INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH, THE READING CENTER.
Morgan State Coll., Baltimore, Md.
Note—10P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disadvantaged, *Handicapped Children, Language Skills, *Mental Retardation, *Parent Child Relationship, Reading Development, *Reading Instruction, Reading Skills, Student Teachers, Teaching Methods
Identifiers—Maryland (Baltimore)
THE CENTER ATTEMPTS TO ADAPT METHODS AND MATERIALS TO PREVAILING CIRCUMSTANCES, TO ASCERTAIN AND UTILIZE ALREADY AVAILABLE READING AND LANGUAGE RESPONSES OF CHILDREN (MEAGER AS THEY MAY BE), AND TO LEAD CHILDREN THROUGH CAREFULLY PACED RESPONSES WHICH EVOKE APPROVAL AND SUBSEQUENT PROGRESS. THE READING SPECIALIST DEMONSTRATES APPROPRIATE TECHNIQUES, AND STUDENT TEACHERS ARE LATER PROVIDED AN OPPORTUNITY FOR WORKING WITH CHILDREN, EMULATING TECHNIQUES, EXPERIMENTING WITH THEIR OWN CREATIVE APPROACHES, AND EVALUATING CHILDREN'S RESPONSES. TEN "RETARDED READERS" TAUGHT IN THE CENTER HAVE COMPLETED THE THIRD GRADE. OTHER THAN THE 1/2 HOUR DAILY OF WORK IN PHONICS, THE CHILDREN ENGAGE IN A VARIETY OF PLANNED SENSORY AND LINGUISTIC EXPERIENCES. CERTAIN EVIRONMENTAL FACTORS IN THE HOME CREATE PROBLEMS AND DEFICIENCIES AMONG CULTURALLY DEPRIVED CHILDREN. FOR EXAMPLE, PARENTS MAY SPEAK ONLY IN CONCRETE TERMS. THUS THE CHILD IS UNABLE TO THINK AND SPEAK ABSTRACTLY. THE TEACHER CAN HELP THE CHILD DEVELOP BY USING VARIED TYPES OF QUESTIONS AND WRITTEN MATERIALS WHICH AID CLASSIFICATION AND RELATIONSHIP PERCEPTION.

SECONDARY AND HIGHER EDUCATION

2700 ED 169 480
Maschek, Rose Marie
Course Outline for Clinical Reading at the High School Level.
Pub Date—78
Note—193p.; Course outline prepared at the University of Missouri; Not available in hard copy due to marginal legibility of original document
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Guides, Individualized Instruction, *Reading Comprehension, *Reading Instruction, *Reading Skills, Secondary Education, Study Skills, *Teaching Methods, *Vocabulary Development, *Word Study Skills
The organization of this course outline is based in part on current thought regarding the teaching of reading as it relates to whether comprehension is a general skill or a set of specific identifiable skills, to reading as content and process, to vocabulary development, and to divergent thinking. The outline is divided into two major sections: recognizing and understanding ideas and recognizing and understanding words. Subsumed under the first section are comprehension skills including literal comprehension, interpretive or implied comprehension, critical level of comprehension, study skills, consumer survival skills, reading the newspaper, and recreational reading. Also included in the first section is rate of comprehension including flexibility, skimming, and scanning. Subsumed under the second section are vocabulary development, structural analysis, phonic analysis, dictionary skills, and oral reading skills. In the outline, each division consists of a number of teaching techniques and suggestions for direct classroom application with references that are intended to be suggestive rather than comprehensive. (TJ)

2701 ED 159 655
Crist, Barbara
One Day, a Fun Day for Vocabulary: Mini Course, Vocabulary Building.
Pub Date—May 78
Note—11p., Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, Context Clues, *Etymology, Higher Education, *Learning Activities, Multisensory Learning, Remedial Reading, *Teaching Methods, *Vocabulary Development, *Vocabulary Skills, *Word Study Skills
With emphasis on the exciting aspects of language learning, this vocabulary improvement mini-course aims at presenting words in ways that are relevant, communicative, and enjoyable for the college freshman. Advocating a multisensory approach to vocabulary that involves a "hear it, say it," then, "read it, write it" sequence, the mini-course offers eight pages of word activities organized according to the following format: words with stories associated with them; "a couple of roots that took," or words that are related to one another; interesting foreign words or phrases used in speech; and word games and oddities that require the student to coin new words or to interpret coined words. (MAI)

2702 ED 158 230
Driskell, Jeanette
Laughin' and Talkin' and Carryin' on: The (Highly) Verbal Remedial Reading Lab.
Pub Date—Mar 78
Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Reading, Higher Education, *Learning Activities, *Learning Laboratories, Oral Reading, Pronunciation, Punctuation, *Reading Skills, *Remedial Programs, *Remedial Reading, Sentence Structure, *Small Group Instruction, Teaching Methods, *Verbal Communication, Vocabulary Development
To help students learn important reading skills and habits and become independent learners, remedial reading laboratories should begin at the level of the student's competence, provide ample practice in reading and language skills, and provide immediate feedback and evaluation. The University of Idaho Learning Resource Center supplements the remedial reading/writing course with laboratories that provide small groups of students with verbal practice in areas related to reading. The laboratories involve students in a variety of activities, including reading aloud lists of words and sentences that call attention to stress, pitch, and juncture; learning about the function of sentence parts through arranging nonsense words with clear function indicators, or long strings of English words, into sentences; role-playing brief dialogues; reading passages that demonstrate the importance of accurate punctuation; rephrasing active sentence constructions into passive constructions; learning about language history; working on vocabulary development; and learning methods of critical reading and television viewing. The success of the laboratories demonstrates that remedial reading supplements can be both enjoyable and significant. (GW)

2703 ED 147 633
Ferri, Kathy
From Autos To Stereos. A Collection of Readings.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Dec 77
Note—122p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Concept Teaching, *Learning Activities, Reading Comprehension, *Reading Development, *Reading Improvement, Reading Materials, *Reading Skills, Remedial Reading, Secondary Education, Skill Development, Supplementary Reading Materials, Vocabulary, *Vocational Education
Designed to provide materials which the high school teacher can use to teach some of the basic reading skills or as supplementary reading material, this guide is composed of thirty-five articles of general interest which are vocationally oriented, followed by exercises designed to test comprehension and to teach reading concepts. The articles have been rewritten on a lower reading level and each is prefaced with definitions of new words. Some representative titles of articles are "Alcohol Power: Can It Help You Meet the Soaring Cost of Gasoline?" "A Close Look at Jogging as an Exercise," "A New Engine Can Save Old Betsy," and "If Your Car Rusts It Is Your Fault." (BL)

2704 ED 145 384
Bernhardt, Bill Farber, Elizabeth
Working in a College Skills Center–Resource Materials for Teachers.
Pub Date—75
Note—35p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, English Instruction, Evaluation, Higher Education, Individual Instruction, Instructional Materials, *Reading Skills, *Remedial Programs, *Skill Centers, Student Teacher Relationship, *Study Skills, Teacher Attitudes, *Teaching Methods, *Writing Skills
This paper is intended to help teachers to focus on attitudes and techniques that are useful in working effectively in college skills centers and to become more receptive to the reality of their students' unique problems and needs. The first section offers exercises to help teachers examine their assumptions about learning and about basic literacy. The second section explores ways of working with students on problems in their writing and outlines a procedure for assessing writing. Other sections of the paper discuss techniques for helping students develop their reading and study skills, list essential materials for a skills center, and suggest a few resources for further study. (GW)

2705 ED 145 189
Lamatino, Robyn
Twenty Trades to Read About.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—EN-450
Pub Date—Sep 77
Note—99p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, *Career Awareness, *Content Area Reading, Instructional Materials, *Occupations, *Reading Comprehension, *Reading Instruction, Reading Materials, Secondary Education, Trade and Industrial Education, Workbooks
This workbook for vocational high school students with reading difficulties contains instructional materials on twenty different vocational areas. The introductory note indicates that it was written with as low a readibility level as was practical to enable the students to read as much as possible without interruption. The content is in twenty three- to four-page units, each one centering around a different occupational area. Each unit includes a short (one-page) reading selection describing the occupation and five written exercises relating to ten specific words taken from the selection. Unit titles are Auto Body, Auto Mechanics, Baking, Carpentry and Cabinetmaking, Electrical Trades, Fashion Design, Commercial Foods, Health Occupations, Ornamental Horticulture, Plumbing, Painting and Decorating, Machine Shop, Upholstery, Welding, Graphic Arts, Air Conditioning and Refrigeration, Commercial Art, Drafting, Cosmetology, and Diesel Mechanics. Lists of the vocabulary words, alphabetical and by unit, are appended. (EM)

2706 ED 131 423
Hellman, Sally G.
Finding Methods and Materials That Work for Problem Readers.
Pub Date—76
Note—7p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elective Courses, Individualized Instruction, Program Descriptions, Reading Instruction, *Reading Materials, Remedial Programs, *Remedial Reading, Secondary Education, Teaching Assistants, *Teaching Methods
A successful remedial reading program in a three-year high school in Las Vegas consists of small, separate, elective reading classes for which students receive credit and in which students are taught by a qualified reading specialist aided by trained assistants. This program uses placement tests and diagnostic tests to prescribe specific remediation for each student and relies on individualized attention, varied materials, and a balance between skill development and reading for comprehension improvement and enjoyment. (A list of references is included.) (JM)

2707 ED 130 224
Kantrowitz, Leonard
Management Manual: High School Reading Laboratories Funded Reading Programs.
New York City Board of Education, Brooklyn, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—75
Note—62p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Instructional Materials, Learning Laboratories, Program Descriptions, Program Guides, Reading Centers, *Reading Programs, *Remedial Programs, *Remedial Reading, Secondary Education, Teaching Methods
This handbook includes assorted checklists, calendars, guides, and forms to help in managing a high school reading laboratory. The program is based on a diagnostic-prescriptive, skill-centered approach to the teaching of reading. Procedures related to the philosophy of the program, organization and storage of materials, record keeping, and testing are discussed. (AA)

2708 ED 124 881
Gorton, Patricia C.
Career Education: Gateway to Better Reading.
Pub Date—76
Note—8p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Arithmetic, *Career Awareness, Career Choice, *Career Exploration, *Learning Activities, Learning Disabilities, Learning Problems, Reading Skills, Remedial Instruction, *Remedial Mathematics, *Remedial Reading, Secondary Education, Teaching Methods
Identifiers—Elementary Secondary Education Act Title III, *Project SELECT
Career education is a vehicle which can capitalize on the interests of learning disabled students and, at the same time, show the relevance of academic skills. Project SELECT (Special Education Learning Experiences for Career Training), funded by the Elementary and Secondary Education Act, Title III, was implemented in order to develop a curriculum in career education to increase sixth, seventh, and eighth-grade students' skills in reading and arithmetic, as well as to improve knowledge of job opportunities. The first year's goal was to produce and utilize ten career kits consisting of film-strips, puzzles and games associated with auto mechanics, health services, cosmetology, public utilities, food services, truck driving, law enforcement, business careers, military service, and an introductory career awareness kit. To create materials such as these, the most important ingredient is a willingness to capitalize on interests already manifested by students. (KS)

2709 ED 116 734
Hunter, Paul
Separation and Developmental English.
Pub Date—Dec 75
Note—16p.; Seminar paper, University of Florida
Pub Type— Books (010)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Freshmen, *Course Descriptions, Developmental Programs, *English Education, English Instruction, *Grouping (Instructional Purposes), Heterogeneous Grouping, Language Skills, Learning Laboratories, Performance Contracts, Reading Skills, Two Year Colleges, *Writing Skills
A plan for freshman-level composition which includes students at different achievement levels would make the developmental student an integral part of the college, and eliminate the humiliation of being branded "remedial." All students would participate in the class, write the same essays, and read the same material; however, students would be graded on a contract addressed to their individual needs. Entrance tests, which would include a writing sample, would aid the student in identifying his weaknesses and strengths in the areas of writing, reading, grammar, and spelling. In addition to the basic class, students would take special labs in their areas of weakness. Programmed materials designed for use in a lab are available in all four areas, and computer-based education programs are becoming widespread. The lab teachers would keep in communication with the classroom teachers, and vice-versa, sending reports on progress at least once a week. In class, no distinctions besides grading would be made concerning a student's ability. The class would focus on four things: expository writing, meaningful readings, discussion, and reading one another's papers. The student's contract would spell out exactly what would be expected of him in each lab and in the classroom. (Author/NHM)

2710 ED 106 844
Communication Classes for Secondary School Pupils.
Lafayette Parish School Board, La.
Pub Date—74
Note—32p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Affective Objectives, Communication Skills, Diagnostic Teaching, *Individualized Reading, Learning Activities, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading, Secondary Education, *Teacher Effectiveness
Identifiers—*Effective Reading Programs, Right to Read
This program, included in "Effective Reading Programs...," serves 1,674 students in grades 9-12, about 70 percent of whom are black. The program began in 1971 and consists of communication classes, one-semester courses that provide self-pacing, success-oriented instruction in reading for 50 minutes each day. The content is organized into two phases, and students can choose one of several courses at each phase. Participating students usually spend two semesters in the program and are either slow learners orunderachievers as measured by two reading tests which they take in the spring before they are chosen to be in the program. To provide diagnostic-prescriptive instruction, the staff has developed a Guide to Materials for TEACING Basic Reading Skills, which teachers use as a reference whe planning individual programs. The guide includes diagnostic reading tests and a reading analysis sheet, an index of reading skills and materials related to each skill, and suggestions for games and phonics puzzles. The program strongly emphasizes affective development, and at least half of each daily period is spent on open-ended iscussions, role-playing, and oral and listening activities. (TO)

2711 ED 097 930
Smith, Brenda D., Ed.
Reading Instruction for the Disadvantaged Junior College Student: Approaches Suggested by Higher Education Achievement Program Reading Instructors, Fall 1973.
Southern Association of Colleges and Schools, Atlanta, Ga.
Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.
Pub Date—May 74
Note—21p.; Workshop Report of the Higher Education Achievement Program
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Communication Skills, Compensatory Education, *Disadvantaged Youth, Higher Education, Low Ability Students, Postsecondary Education, *Reading Instruction, Student Motivation, *Teaching Guides, *Teaching Methods, *Two Year College Students, Workshops
Identifiers—*Higher Education Achievement Program
Six papers presented at a Higher Education Achievement Program (HEAP) Workshop by reading instructors at junior colleges are provided. In two of the papers, Jeanette Wilkerson lists the objectives of the Meridian Junior College reading program and provides a general description of the mode of operation, and Brenda Smith explains the structure and daily feedback incorporated into the organization of the reading program at Kennesaw Junior College. In the other papers, Dan Kesterson first questions motivation as a point of focus. He suggests focusing on the cognitive rather than the motivational aspects of learning, thus making the reading tasks reinforcing in themselves. Lucienne LeBlanc stresses the need for the student to see himself as somebody and the need for the instructor to be aware of the different techniques of motivating students. Clara Rogers presents a specific technique, role playing with vocabulary, as a means of getting students to communicate and become aware of their relationship with others. (Author/DB)

2712 ED 075 396
Tips for Tutors.
Santa Barbara City Coll., Calif. Tutorial Center.
Note—6p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cross Age Teaching, *Mathematics Instruction, *Reading Instruction, *Teaching Methods, *Tutoring
This document presents helpful suggestions (tips) for tutors. Introductory material indicates the purposes and commitment involved in tutoring. Suggestions are categorized according to general, first session, later sessions, tutoring reading, and tutoring arithmetic. Several approaches to aid a tutor-study partner relationship are included. (MJM)

2713 ED 073 423
Remedial Reading: A Mediagraphy of Selected Educational Recordings on the College Level.
State Univ. of New York, Albany. Center for Educational Communications.
Pub Date—70
Note—21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audiodisc Recordings, Audiovisual Aids, *Bibliographies, *Remedial Programs, *Remedial Reading, *Two Year College Students
The mediagraphy, a new concept in storing and transmitting information, is a listing of sources of data relating to a particular subject area. In addition to written works, a mediagraphy may include nonbook materials. This mediagraphy lists 60 sets of educational recordings available for remedial reading programs at the two-year community college level. Some programs which were originally produced for upper-level high school courses are also included. Entries are arranged alphabetically with format, length, latest catalog price, producer/author, distributor/publisher, date of production, a brief description, and keywords to locate specific approaches and areas of concentration given for each entry. Also included in this mediagraphy are an index to the individual titles arranged by key word and a listing of the addresses of the producers and distributors of the educational recordings. (Author/TO)

2714 ED 063 589
Monyek, Arlyne
The Starting Place: English, Reading.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—31p.; An authorized course of instruction for the Quinmester Program
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Course Descriptions, Course Objectives, Instructional Materials, Multimedia Instruction, Reading Diagnosis, *Reading Instruction, Reading Materials, *Reading Skills, *Remedial Programs, *Remedial Reading, Secondary Education, Study Skills, Word Study Skills
Identifiers—*Quinmester Program
A description is presented of the reading laboratory course for secondary school students on reading levels three through nine in the Dade County, Florida, public schools. The course includes diagnosis of specific reading needs, and teaching word recognition, comprehension, and study skills. Classroom organization for the course focuses on individual instruction and provides for independent, small group, whole group, and laboratory instruction. Teaching strategies for each area of instruction are outlined in detail. Appendices include an informal reading inventory, lists of standardized reading and study skills tests, reading materials, workbooks, kits, audiovisual aids, and professional books. (AL)

2715 ED 041 919
Certificate of Accomplishment: English, First Level.
Pittsburgh Board of Public Education, Pa.
Pub Date—Nov 67
Note—63p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Communication (Thought Transfer), *Curriculum Guides, Educationally Disadvantaged, *English Instruction, Independent Study, Instructional Materials, Leisure Time, Low Ability Students, Reading Instruction, Secondary Education, Self Esteem, Self Evaluation, *Slow Learners, *Student Adjustment, Study Habits, Teaching Methods, Work Attitudes
This course of study for the slow-learner is intended to help the student understand his own worth and potential for growth, to improve his adjustments to his environment through better understanding and communication, and to show him the value of good work habits and participation in recreational and cultural activities. Introductory sections present objectives, tips for teachers, a time-allotment schedule, and suggested course materials. The bulk of the publication consists of eight units dealing with "Knowing Myself," "Getting the Most Out of School," "Setting the Stage for Independent Study," "Learning About Communication," "Participating in Community Life," "Developing New Concepts of Work," "Learning How to Use Leisure Time," and "Summing Up." Two special units consider the pleasures of reading a whole book, and spelling and vocabulary. A sample lesson plan for the presentation of a reading assignment is

also included. (LH)

2716 ED 041 161
Decker, George Anderson, Floyd L.
Reading, Course Description.
Minneapolis Public Schools, Minn. Work Opportunity Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0187
Pub Date—69
Grant—OEG-3-6-000383-0848
Note—34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, *Dropout Programs, Educational Innovation, Individualized Instruction, Motivation Techniques, Out of School Youth, *Reading Instruction, Teaching Methods, Unemployment, *Vocational Education
Identifiers—*Elementary Secondary Education Act Title III
This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and hard-core unemployed youth. The objectives of this reading curriculum are to develop skills of retarded readers, further develop skills of adequate readers, and develop an appreciation for reading. Instructional units which are taught on an individual basis in an innovative atmosphere, cover: (1) diagnosis of reading difficulty, (2) improvement of work recognition and analysis, (3) improvement of comprehension and interpretation, (4) improvement of reading rate, and (5) development of attitudes and interests. Also included in the description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

2717 ED 027 344
Thompson, Donald And Others
Basic Assumptions for the Design of an Effective Remedial Program: A Statement by a Committee Considering a Proposal for a New Remedial Program at Wright College.
Pub Date—[69]
Note—20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Descriptions, *Educational Objectives, English Curriculum, *English Instruction, *Higher Education, Program Improvement, Reading Instruction, *Remedial Instruction, *Student Needs, Teaching Methods
A course design for remedial English is defined and described in terms of the college student, his previous knowledge and experience, reading skills, personality, and emotional reactions. Academic objectives are outlined, taking into account individual differences and needs. Emphasis is placed on teacher guidance and counseling in the development of student self-knowledge and the building of a positive attitude toward reading. (CW)

2718 ED 013 635
SADLER, WILLIAM AND OTHERS
IMPROVEMENT OF INSTRUCTION, PROCEEDINGS OF THE JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (4TH, PENSACOLA, FLORIDA, JULY 27-31, 1964).
Florida State Univ., Tallahassee.; Florida Univ., Gainesville.
Pub Date—JUL64
Note—196P.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Articulation (Education), College Libraries, Counselors, *Educational Counseling, *Educational Television, Faculty Advisers, Language Handicaps, Libraries, Remedial Reading, *Teacher Aides, *Teacher Evaluation, Television, *Two Year Colleges
THESE 1964 PROCEEDINGS INCLUDE DISCUSSIONS OF THE FOLLOWING TOPICS–(1) ACADEMIC ADVISING, BY TEACHERS AND BY COUNSELORS, (2) PROFESSIONAL ASSISTANCE FOR INSTRUCTORS, (3) A STATEWIDE TV TEACHING EXPERIMENT, (4) THE BENEFITS OF A REMEDIAL READING COURSE FOR STUDENTS ON PROBATION, (5) A COMMUNICATIONS CLINIC TO CORRECT LANGUAGE DEFICIENCIES ON AN UNSCHEDULED, AS-REQUIRED BASIS, (6) THE VALUE OF STAFF SEMINARS IN ARTICULATING HIGH SCHOOL AND JUNIOR COLLEGE ENGLISH COURSES, (7) THE USE OF TAPES FOR INSTRUCTIONAL SELF-EVALUATION, (8) INSTRUCTIONAL SELF-STUDY, FOLLOWED BY EVALUATION BY VISITING EXPERTS, (9) THE IMPORTANCE OF THE LIBRARY IN THE LEARNING PROCESS, AND (10) THE NECESSITY OF COOPERATION IN BOOK SELECTION BY FACULTY, ADMINISTRATION, AND LIBRARY STAFF. (HH)

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